Creighton
UNIVERSITY

CREIGHTON UNIVERSITY CATALOG

Undergraduate

2024–2025

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CREIGHTON 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 has represented all 50 states and U.S. territories, as well as dozens of countries.

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

The University has campuses in Omaha and Phoenix; online educational programs; and occupational therapy partnerships with the University of Alaska in Anchorage and Regis University in Denver; and a campus for nursing students in Grand Island, Nebraska.

Creighton ranks in the top third of National Universities in *U.S. News & World Report's* 2023-2024 "Best Colleges" rankings. Of the approximately 1,400 four-year colleges and universities nationwide ranked by *U.S. News*, about 20% are classified as National Universities for offering a full range of undergraduate majors, master's and doctoral programs, and emphasizing faculty research or awarding professional practice doctorates.

In addition to the overall ranking, the University received additional undergraduate national rankings:

- Nursing was ranked No. 31 nationally in the category, Best Nursing Programs.
- The Heider College of Business ranked in the top 20% in the country, with the finance program ranked No. 15, the accounting program ranked No. 21 and the analytics program ranked No. 14.
- *U.S. News* also recognized Creighton for Innovation, and as a Best Value institution.

Additionally, Creighton online graduate programs in business and education earned top rankings in *U.S. News'* 2023 Best Online Programs. Creighton also was cited in the 2024 *Princeton Review* college guide, "The Best 389 Colleges."

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 several Fortune 1,000 company operations. The city is the major urban area between Chicago and Denver and between Kansas City and Minneapolis. Creighton's 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.

In addition to the main campus in Omaha, and online education accessible from anywhere in the world, a Creighton University Health Sciences Campus is in midtown Phoenix, and the College of Nursing has a campus in Grand Island, Nebraska.

History

Edward and Mary Lucretia Creighton, along with Edward's brother, John, settled in Omaha in the 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 also widely regarded for their philanthropy.

Edward died in 1874, and his widow included $100,000 in her will to establish Creighton College in memory of her husband. 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. The land and additional securities were transferred to Bishop James O'Connor of Omaha, and construction began on the school.

The bishop asked the Jesuits to operate the school, and the first president, Roman A. Shaffel, SJ, arrived in Omaha in late 1877. The school opened on Sept. 2, 1878. One priest, two scholastics, a layman and a laywoman formed the faculty. The school began with 120 students ranging in age from ages 6 to 30. On Aug. 14, 1879, Bishop O'Connor surrendered his trust to the Jesuits, who incorporated "The Creighton University" under Nebraska law. Much of the initial teaching was below the collegiate level; in 1891, Creighton University awarded its first baccalaureate degrees.

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 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)
- Graduate School (1926)
- College of Nursing (1971; four-year bachelor's degree program began in 1958)
- College of Professional and Continuing Education (Established as University College in 1983)

Creighton Colleges and Schools

College of Arts and Sciences (https://www.creighton.edu/arts-sciences/)

Creighton's largest and oldest college provides students the personal attention they need to be critical and ethical thinkers, creative problem-solvers and clear communicators. The college offers more than 60 majors and minors, as well as pre-professional programs in a wide range of disciplines. Students are prepared to consider issues from multiple perspectives, making them well-rounded individuals and valuable members of any team. The Magis Core Curriculum ensures that all students gain a common set of abilities, in addition to knowledge in their field of study. Undergraduates have many opportunities to do original research, which many universities don't offer until graduate school. Each year, Creighton undergraduates give more than 400 presentations at local, regional and national conferences. Creighton has been nationally recognized by U.S. News & World Report as a top institution for undergraduate research and creative projects.

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

For more than 60 years, the College of Nursing has been a leader in preparing the next generation of nursing professionals. Innovative programs are offered on campuses in Omaha and Grand Island, Nebraska, and in Phoenix. The baccalaureate degree in nursing, master's degree in nursing, and the Doctor of Nursing Practice programs are accredited by the Commission of Collegiate Nursing Education. Creighton's accelerated BSN was one of the first in the nation, and Creighton was the first nursing school in Nebraska to offer the DNP degree and preparation for one of the newest nursing roles, the Clinical Nurse Leader. Creighton's BSN graduates meet or exceed the national average for first-time pass rates on the National Council Licensure Examination.

In 2023, the state of Arizona awarded the College of Nursing $11.9 million to go toward scholarships and further enhancing Creighton's campus in Phoenix. Nurses who graduate from Creighton's accelerated 12-month program with this scholarship will be clinic-ready and committed to working in Arizona for at least four years, ultimately creating a more talented and diverse nursing workforce within the state.

College of Professional and Continuing Education (https://www.creighton.edu/professional-studies/)

Since 1983, the College of Professional and Continuing Education has been meeting — and exceeding — the needs of adult learners. These nontraditional students are supported with flexible learning programs and the resources they need to succeed. With more than 90 majors and minors to choose from, students may take classes on campus during the day or choose online classes to fit studies into their busy lives. No matter which program of study, students benefit from a team of people in place to provide support, including academic coaches, to help them every step of the way. From academic advising to the Career Center staff, Creighton's adult learners have access to the resources they need, when they need them.

Graduate School (https://www.creighton.edu/graduate/)

The first master's degree was conferred at Creighton in 1898 and the Graduate School was formally established as a separate division of the University in 1926. The Graduate School serves a variety of students across many disciplines, including business, healthcare, education, medical research and theology. There are over 45 master's level programs available, including accelerated programs, as well as PhD programs and an interdisciplinary EdD in leadership. Creighton graduate programs are designed to meet the needs of students, and are available in several delivery methods, including on-campus, online and hybrid/blended. Nearly two-thirds of graduate students enroll on a part-time basis, which allows them to continue their education while maintaining current employment and meeting the needs of their families.

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

The Heider College of Business has long received top rankings and recognition. The college is on the cutting edge of business education through innovative programs in leadership, entrepreneurship, finance, accounting, investment management and financial analysis, business ethics and more. Heider is among only the top 2% of business schools in the world to be accredited in both business and accounting by AACSB International. More than 90% of students complete at least one internship, and 99% of Heider graduates are employed, enrolled in graduate or professional school, or involved in a service program within six months of graduation. The annual Creighton Business Symposium is the largest student-run business conference in the nation, and the iJay store was the first student-run, Apple® authorized campus store in the world. Heider College is one of the first in the U.S. to offer the FinTech degree — an innovative program for an in-demand career field — and four-year leadership development and career development programs for all business students.

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

Since its founding in 1905, the School of Dentistry has prepared thousands of dentists for lives of professional excellence, community leadership and compassionate service. Creighton's close-knit and service-oriented academic community offers students the education and clinical experience they need to begin professionally practicing dentistry upon graduation. Accessible faculty members provide rigorous training and, alongside students, push the boundaries of dental knowledge through cutting-edge research. The state-of-the-art 200,000-plus square-foot dental facility is also home to the Creighton Dental Clinic, where more than 14,000 adults and children receive quality care and a full range of dental services each year. Thousands of dental visits also are provided annually in elementary schools through the school's Healthy Smiles program.

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

The School of Law was founded in 1904 not only to prepare lawyers, but also to develop leaders. It provides students with a powerful education rooted in the Jesuit, Catholic tradition. Its mission is to provide intellectual challenge, academic rigor and an opportunity to develop a foundation of moral values for lifelong service in the law; an environment

for faculty that encourages personal growth and scholarly achievement; and continue its long-established tradition of service to the bar and citizens of the community. Along with its traditional JD program, the law school offers accelerated and part-time JD programs — tailored for busy adult learners and recent college graduates who want to start right away on their law degree — along with dual-degree programs.

School of Medicine (https://www.creighton.edu/medicine/)

The School of Medicine has two campuses: one in Omaha and one in Phoenix. Graduates of the School of Medicine practice in all 50 states and are recognized for extraordinary clinical skills, empathy, cultural competence and commitment to service. Graduates' medical licensing scores and pass rates consistently exceed the national average, and 92% of 2023 graduates matched with their top specialty choice. One of the ways Creighton advances healthcare is through research, and Creighton researchers are driven by a strong desire to make a difference in patients' lives. They are making discoveries and developing new therapies in bacterial resistance, cancer, hearing loss, the conditions that impact bone health and loss, and more.

School of Pharmacy and Health Professions (https://www.creighton.edu/pharmacy-ot-pt/)

Founded in 1905, the School of Pharmacy and Health Professions has been a groundbreaking national leader in doctoral health professions education. The school developed the first Doctor of Physical Therapy (DPT) and Doctor of Occupational Therapy (OTD) entry-level degree programs in the United States. It also offered the first accredited online pharmacy program in the nation. The school's Center for Health Services Research and Patient Safety is recognized nationally for its work in patient safety research and education. Students in the School of Pharmacy and Health Professions receive excellent foundational education in the basic and professional sciences and first-rate clinical education with faculty who are among the best in the nation. Students also receive their clinical education with an emphasis on interprofessional education and practice, which accentuates team care and patient-centered care, both vital for the practitioners of tomorrow.

Mission and Learning Outcomes

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.

Accreditations and Approvals

Creighton University is fully accredited by The Higher Learning Commission, the accrediting agency for the region in which the University is situated.

Higher Learning Commission
230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1413
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 holds supplemental AACSB Accounting Accreditation from the Accounting Accreditation Committee of the Association. The Executive Healthcare MBA program is accredited by the Commission on Accreditation of Healthcare Management Education (CAHME).

The Creighton University Paramedicine 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 - Paramedic 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 Medical Physics program is accredited by the Commission on Accreditation of Medical Physics Education Programs (CAMPEP).

The Social Work program, within the Department of Cultural and Social Studies, prepares professional undergraduate social workers and is fully accredited by the Council on Social Work Education (CSWE).

Creighton's initial licensure-level educator preparation programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP) and by the Higher Learning Commission. Additionally, all of Creighton's educator preparation programs are approved by the Nebraska Department of Education.

The program in dental education is accredited by the Commission on Dental Accreditation and has been granted the accreditation status of "*approval without reporting requirements."* 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. The Commission's web address is: http://www.ada.org/en/coda (http://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 Liaison Committee for Medical Education (LCME) is recognized by the U.S. Department of Education and WFME as the notable authority for the accreditation of medical education programs leading to the MD degree. The medical education (MD) program of the Creighton University School of Medicine has Full Accreditation. The next survey will be in academic year 2027-28. For additional information, go to the website of the LCME at lcme.org or contact the LCME at lcme@aamc.org.

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 Physician Assistant program is accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).

The Master of Public Health program is accredited by the Council on Education for Public Health (CEPH).

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 Catholic Colleges and Universities, Council of Independent Nebraska Colleges Foundation, Association of Jesuit Colleges and Universities, Council for 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 University Professors, American Association of University Women, Council of Graduate Schools in the United States, Council on Social Work Education, Midwestern Association of Graduate Schools, National Association for Foreign Student Affairs, Nebraska Council on Teacher Education, and Nebraska State Board of Educational Examiners.

Creighton University is authorized to provide online education. See creighton.edu/state-authorization (https://www.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 (https://www.creighton.edu/academics/libraries/) to explore any of the Creighton University Libraries.

Campus Facilities

Campus Locations

Creighton University - Omaha
2500 California Plaza
Omaha, Nebraska 68178
Phone: 402-280-2700

Creighton University Health Sciences Campus - Phoenix
3100 N Central Avenue
Phoenix, Arizona 85012
Phone: 602-812-4311

Creighton's urban Omaha campus provides 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 and has been named a "green college" by *Princeton Review* for a strong commitment to the environment and sustainability.

In recent years, facilities projects have included renovations to the Harper Center, which is home to the Heider College of Business and a number of programs and services; a new pharmacy skills lab; the relocation and

renovation of the Clinical Assessment and Simulation Center; upgrades to undergraduate science labs; an expanded dining facility; renovated occupational therapy and physical therapy labs; and the 200,000-square-foot School of Dentistry building, featuring the latest in classroom, laboratory and clinical technology and accommodating larger class sizes and expanded community dental health outreach.

The CL and Rachel Werner Center for Health Sciences Education, opened in fall 2023, as the new home of the School of Medicine and includes shared spaces for each of the University's health sciences programs. Additionally, Creighton opened Graves Hall, a $37-million residence hall for 400 first-year students. Additional construction underway on campus includes the Jérôme Nadal, SJ, Jesuit Residence, a new residence for the University's Jesuit community.

In Phoenix, Arizona, Creighton welcomed the first group of health sciences students to its facility — the $100 million Virginia G. Piper Charitable Trust Health Sciences Building — in the Phoenix Medical Quarter in 2021.

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 an undergraduate and/or graduate/professional 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 (https://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 Title IX and Civil Rights Compliance (see below). To obtain information on accessibility of buildings and programs or to report problems of accessibility, employees should contact Human Resources at 402.280.2709 or HumanResources@creighton.edu. Students should contact the Office of Student Accessibility Services at 402.280.2195 or SAS@creighton.edu.

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 Title IX and Civil Rights Compliance
Creighton Hall Suite 340
Omaha, NE 68178
Phone: 402.280.3189
Email: titleix@creighton.edu
Web: www.creighton.edu/generalcounsel/title-ix-compliance

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/).

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.

Equity, Diversity and Inclusion Policy

Inspired by the Catholic and Jesuit tradition, our community believes that every human being is a profound gift of God, deserving of both dignity and opportunity. We thus strive to acknowledge and celebrate diversity at Creighton—building equitable, inclusive, welcoming spaces and relationships that are required for every person to thrive.

Equity: Rooted in our Jesuit, Catholic heritage, equity is a form of "*cura personalis*" or care for the whole person. Equity recognizes that individuals have unique experiences as a result of their various, intersecting identities. Because of this, equity seeks to ensure that each individual has the necessary resources for success.

Diversity: Diversity is a quantitative measure of the ways in which we are unique. More specifically, diversity is a group-level phenomenon that recognizes that the intersections of our diverse identities, lived experiences and expressions are vital considerations. Further, our commitment to diversity at Creighton includes the visible and invisible difference characteristics.

Inclusion: Inclusion involves building and sustaining an environment that is equitable and psychologically safe; one that encourages discussion and dialogue. We seek to create a university environment where all in our community can thrive and align with a sense of belonging.

Inclusive Excellence: At Creighton, we understand that at each point of decision-making and management considering the benefits and implications of equity, diversity and inclusion are vital. Further, we understand that progress in these efforts make our entire community stronger, more resilient and adaptable for current situations and our collective future.

To this end, all in our community are charged to foster an environment of awareness, inclusion and compassion for all, regardless of age, culture, faith, ethnicity, immigrant status, race, gender, sexual orientation, language, physical appearance, physical ability or social class.

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

Singular degree policy

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 only exception is for students who return to Creighton to pursue the accelerated Bachelor of Science in Nursing degree.

The student will choose which major will be primary, which is what will determine the type of degree:

Bachelor of Arts (BA)

Bachelor of Fine Arts (BFA)

Bachelor of Science (BS)

Bachelor of Science in Business Administration (BSBA)

Bachelor of Science in Chemistry (BSCHM)

Bachelor of Science in Environmental Science (BSEVS)

Bachelor of Science in Nursing (BSN)

Bachelor of Social Work (BSW)

Bachelor of Science in Paramedicine (BSParamedicine)

Bachelor of Science in Physics (BSPHY)

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/Professional degree or two Graduate/Professional degrees, however, a student may not earn two Undergraduate degrees, whether concurrently or consecutively. The only exception is for students who return to pursue an accelerated Bachelor of Science in Nursing degree.

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.

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 – Veteran Readiness & Employment Program (VR&E)
- Chapter 33 – Post-9/11 GI Bill® (including the Yellow Ribbon Program)
- Chapter 35 – Survivors' & Dependents' Educational Assistance (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. 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 2024-2025 academic year, our Yellow Ribbon program provides eligible students with the following:

- Undergraduate students up to $24,000 additional tuition dollars per academic year ($12,000 from Creighton with a $12,000 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 Dentistry up to $5,000 per academic year ($5,000 from Creighton with a $5,000 match from the VA). Maximum of three awards each academic year.
- 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 Medicine up to $10,000 per academic year ($5,000 from Creighton with a $5,000 match from the VA. Maximum of six 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.

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

Principles of Excellence

On April 27, 2012, President Obama signed Executive Order 13607, Establishing Principles of Excellence for Educational Institutions Serving Service Members, Veterans, Spouses, and Other Family Members. The published Executive Order is available here (https://obamawhitehouse.archives.gov/the-press-office/2012/04/27/executive-order-establishing-principles-excellence-educational-instituti/). Creighton University is a proud signatory and abides by this Presidential Executive Order which addresses key areas relating to Federal military and veterans educational benefits programs. The University affirms our long-standing promise of supporting our military student population, while exercising transparency and full compliance with the individual principles outlined in the Principles of Excellence which are summarized below.

- Provide students with a personalized form covering the total cost of an education program.
- Inform eligible students of Federal financial aid and have a policy to alert students prior to packaging or arranging private student loans or alternative financing programs.
- Abstain from fraudulent and aggressive recruiting techniques and misrepresentations.
- Ensure accreditation of all new programs prior to enrolling students.
- Accommodate Service Members and Reservists while absent due to service requirements.
- Align institutional refund policies with those under Title IV, which governs the administration of federal student financial aid programs.
- Provide educational plans for all military and veteran education beneficiaries.
- Designate a point of contact to provide academic and financial advice.

The Office of Military and Veterans Affairs may be contacted at (402) 280-4063 or veterans@creighton.edu.

Preferred First Name Policy

Creighton University allows students to provide a preferred first name which differs from their legal first name. The preferred first name does not alter the legal name on the student's education record, including the official transcript. Students may indicate their preferred name on the application for admission, or at any time by submitting to the Registrar's Office a completed Preferred First Name Request form located on the Registrar's Office website (https://www.creighton.edu/registrar/otherservicesandforms/). More policy details may be found on the website.

Student Accessibility Services

Creighton University is committed to providing services and resources to meet the needs of qualified students with disabilities, ensuring equal access to academic programs and University facilities. Guided by Section 504 of the Rehabilitation Act of 1973, the American with Disabilities Act

of 1990, and the ADA Amendment Act of 2008, Student Accessibility Services coordinates the process through which all students request and receive reasonable accommodates, working closely with faculty and staff to meet individual needs. The Office of Student Accessibility Services is located on the 4th floor of the Old Gym and can be contacted via email at SAS@creighton.edu (sas@creighton.edu) or online at www.creighton.edu/student-success/student-accessibility-services (https://www.creighton.edu/student-success/student-accessibility-services/).

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 more than 470 years ago. In addition to their work in parishes, primary and secondary education, the Jesuits sponsor twenty-eight colleges and universities through the Association of Jesuit Colleges and Universities (AJCU).

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. On campus, you will see members of the Jesuit community as your instructors, pastors, chaplains, and university administration and staff.

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, NW Suite 610
Washington, D.C. 20036
phone: 202.862.9893 fax: 202.862.8523
www.ajcunet.edu (http://www.ajcunet.edu)

CREIGHTON UNIVERSITY ADMINISTRATION

University Board of Trustees

as of July 1, 2024

Ms. Diane K. Duren	Chair, Creighton University Board of Trustees; Former Executive, Union Pacific
Mr. Mark W. Henkels	Vice Chair, Creighton University Board of Trustees; Director and Founding Partner, Moelis & Company
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Ms. Linda Hunt	Former Senior Vice President of Operations & CEO, CommonSpirit (Dignity) Health, Southwest Division
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Mr. Clark D. Lauritzen	Chairman and President, First National of Nebraska and First National Bank of Omaha
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Dr. Janis M. Orlowski, M.D.	Former Chief Health Care Officer, Association of American Medical Colleges
Dr. Melvin Palalay, M.D.	Oncologist and Hematologist, Hawaii Cancer Center
Mr. Conan Rainwater, S.J. (Trustee Associate)	MDiv S, Boston College Clough School of Theology and Ministry
Mr. Mark H. Rauenhorst	President, Marren Properties
Mr. Robert A. Reed, Jr.	President and CEO, Physicians Mutual Insurance Company
Mr. Kenny Rocker	Executive Vice President of Marketing and Sales, Union Pacific
Mr. William J. Roe	Former CEO of Coskata (Biotech)
Rev. Nicholas Santos, S.J., Ph.D.	Rector, Jesuit Community, Creighton University
Ms. Ann Schmitt	Vice President, The Walt Disney Company
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Ms. Karrin Taylor Robson, J.D.	Founder and President, Arizona Strategies
Mr. Kevin Travers	Strategic Advisor, Acosta; Former CEO of Premium Retail Services
Ms. Karen Van Dyke	Founder and President, Educate Uganda
Mr. Mark R. Walter, J.D.	Chief Executive Officer, Guggenheim Partners

Officers of Administration

as of July 1, 2024

Daniel S. Hendrickson, S.J., Ph.D.	**President**
President's Office	
Jeffrey Feldhaus, M.S.	Special Assistant to the President & Board Liaison

Marcus Blossom, M.S., M.B.A.	McCormick Endowed Athletic Director
General Counsel	
James S. Jansen, J.D.	General Counsel and Corporate Secretary
Andrea M. Jahn, J.D.	Associate General Counsel and University Privacy Officer
Stuart Martens, J.D.	Director, Intellectual Resource Management
Allison Taylor, M.S.,Ed.	Executive Director, Title IX and Civil Rights Compliance
Matt Stolberg, M.S.	Associate Athletic Director of Compliance
Equity, Diversity, and Inclusion	
Sarah Singletary Walker, Ph.D.	Vice President for Equity, Diversity, and Inclusion
Becky Nickerson, M.S.	Senior Director of Equity, Diversity, and Inclusion
Mission and Ministry	
Cynthia Schmersal, Ed.D.	Vice President for Mission and Ministry
Vacant	Senior Director, Department of Mission Integration
Vacant	Director, Deglman Center
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Jeff Sullivan, S.J.	Assistant Director, Campus Ministry
Kenneth Reed-Bouley, M.S., M.Div., M.B.A.	Director, Schlegel Center for Service and Justice
Kelly Tadeo Orbik, M.S.	Associate Director, Schlegel Center for Service and Justice
University Relations	
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Cortney Hansen, M.S.	Associate Vice President of Development
Michael T. Findley, J.D.	Assistant Vice President, Principal Gifts
Matt Giller	Associate Athletic Director/ Assistant Vice President for Athletic Developmentg
Amy McElhaney, M.S.	Assistant Vice President, Operations and Strategic Initiatives
Sarah Peterson, M.A.	Assistant Vice President, Alumni Relations
Shannon Sherman	Assistant Vice President, Advancement Communications and Events
Steven A. Scholer, J.D.	Senior Philanthropic Advisor
Michael L. Zirulnik, Ph.D.	Assistant Vice President for Phoenix Development
Mardell A. Wilson, Ed.D.	**Provost**
Office of the Provost	
Sade Kosoko-Lasaki, M.D., M.S.P.H.	Associate Vice Provost, Multicultural and Community Affairs
Faculty and Academic Affairs	
A. Barron Breland, D.M.	Vice Provost for Faculty and Academic Affairs and Dean of the Graduate School
Melinda J. Stoner, B.S.	University Registrar
Kristin Buscher, Ed.D.	Director, Analytics and Institutional Research
Enrollment Management	
Mary E. Chase, Ed.D.	Vice Provost, Enrollment
Sarah Richardson, M.S.	Assistant Vice Provost, Enrollment & Director of Admissions & Scholarships
Elizabeth Churchich, Ph.D.	Assistant Vice Provost, Graduate and Professional Enrollment
Kelly Fitzpatrick, B.S.	Sr. Director, Marketing and Enrollment Strategy
Janet Solberg, M.A., M.B.A.	Sr. Director, Financial Aid
Audra Callanan, B.S.	Director, Enrollment Operations
Beth Friedman, B.S., M.A.	Director, Business Office
Duey Heffelfinger, B.S.	Director, Data Architecture
Amanda McHendry, M.S.	Director, Prospective Student Experience
Candace Munoz, B.B.A.	Director, Student Financial Services and Records
Global Engagement	
René Padilla, Ph.D.	Vice Provost for Global Engagement
Andrew Baruth, Ph.D.	Director, Office of Sustainability Programs
Krista Cupich-Wingender, M.A.	Director, International Student & Scholar Services
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
Jacob A. Jones, M.Ed.	Director, International Admissions
Keli Mu, Ph.D.	Associate Dean, International Relations SPAHP
Jill Muegge, M.A.	Director, Study Abroad, ILAC Operations/Encuentro Dominicano Omaha
Lizzy Curran, M.S.	Director, Global and Community-Engaged Learning
Learning and Assessment	
Gail M. Jensen, Ph.D.	Vice Provost for Learning and Assessment
Lou E. Jensen, O.T.D., OTR/L, LVST, BIG	Associate Vice Provost, Center for Faculty Excellence
Library Services	
Michael Paulus, Jr., M.LIS., D.Min.	University Librarian
Research and Scholarship	
Juliane Strauss-Soukup, Ph.D.	Associate Vice Provost for Research & Scholarship

Beth Herr, M.P.A., CRA, CFRA	Director, Sponsored Programs Administration
Joseph Knezetic, Ph.D.	Director, Research Compliance
Ashley Fricks-Gleason, Ph.D.	Director, CURAS
Student Life	
Eric Baldwin, D.Min.	Vice Provost for Student Life
Michele K. Bogard, Ph.D.	Associate Vice Provost for Integrated Wellness
Paul Wraalstad, M.Ed.	Assistant Vice Provost, Housing & Auxiliary Services
Desiree Nownes, Ed.D.	Senior Director, Student Formation
Kandis McCafferty, Ph.D., RN	Director, Student Health Education & Compliance
Katie Kelsey, M.Ed.	Senior Director, Engagement & Belonging
Frank Schleimer, M.Ed.	Director, Residential Life
Jennifer Peter, Psy.D.	Senior Director, Student Counseling Services
Jason Thornton, M.S.	Director, Recreation and Wellness
Student Success	
W. Wayne Young, Ph.D.	Vice Provost, Student Success
Joe Ecklund, Ph.D.	Assistant Vice Provost for Advising & Support, Student Success
Mary Ann Tietjen, M.Ed.	Senior Director, The Success Center
Jeremy Fisher, M.B.A.	Senior Director, John P. Fahey Career Center
Jan Madsen, B.S.B.A., C.P.A.	**Executive Vice President**
Administration	
Michael D. Reiner, M.S., M.A.	Assistant Vice President, Public Safety
Derek M. Scott, B.S., M.B.A., M.A., M.S.	Associate Vice President, Facilities Management
Mark E. Simanek	Director, Shuttle/Transportation Services
Finance	
John J. Jesse III, M.B.A.	Treasurer
Tara S. McGuire, B.S.B.A.	Associate Vice President, Finance
Courtney E. Bird, M.B.A.	Senior Director Finance, College of Arts & Sciences, Heider College of Business, College of Nursing, College of Professional and Continuing Education and Graduate School
Jeffrey L. Davis, B.S.B.A.	Manager Finance, School of Pharmacy and Health Professions
Eric J. Gilmore, B.A.	Senior Director, Strategic Sourcing
Samantha Harter, M.B.A.	Manager Finance, School of Dentistry
Jeff Klein, M.B.A.	Director, Business Service Center
Dave K. Madsen, B.S.	Senior Director Finance, School of Law
Katie A. Rinkol, M.B.A.	Senior Director, Budget Planning & Analysis
Raymond L. Stoupa, B.S.B.A.	Senior Director Finance, School of Medicine and Research
Human Resources	
Judi Szatko	Associate Vice President, Human Resources
Information Technology	
Russ Pearlman, J.D.	Vice President for Information Technology
Scott Taylor, B.I.T.	Assistant Vice President, Strategy & Planning
Paul Hakenkamp	Senior Director, Portfolio and Project Management
Bryan S. McLaughlin, B.S.	Security Officer, Security & Configuration
Robert Wagner, B.S.	Senior Director, Infrastructure
JD Rummel, M.A.	Senior Director, Support
Robert Aki, M.I.S.	Director, Service Management and Continuous Improvement
Internal Audit	
T. Paul. Tomoser, B.S.	Director, Internal Audit
University Communications and Marketing	
Heidi Grunkemeyer, B.A.	Vice President, University Communications and Marketing

Creighton College and School Officers of Administration

as of July 1, 2024

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 Sciences and Professional Programs*
Amy Wendling, Ph.D., *Associate Dean for Humanities and Fine Arts*
Lisa Brockhoff, M.S., *Assistant Dean for Advising*
Gerald Kuhlman, M.A., *Assistant Dean*
Molly Loesche, Ed.D., *Assistant Dean for Student and College Programs*
Wilfred Solomon, M.A., *Senior Director for Administration and Operations*

Heider College of Business

Anthony R. Hendrickson, Ph.D., *Dean*
Kristie Briggs, Ph.D., *Associate Dean for Faculty*
Eric J. Neuman, Ph.D., *Associate Dean for Operations and Graduate Programs*
Matthew T. Seevers, Ph.D., *Associate Dean for Undergraduate Business Programs*
Chris Karasek, M.S., *Assistant Dean for Graduate Business Programs*
Charisse Williams, M.S., *Senior Assistant Dean for Undergraduate Business Programs*
Whitney Eiden, M.A., *Assistant Dean for Undergraduate Business Programs*

College of Nursing

Jessica R. Clark, D.N.P., R.N., *Dean*
Mary Kunes-Connell, Ph.D., R.N., *Associate Dean for Academics, Assessment, and Accreditation*
Helen M. Hurst, D.N.P., R.N.-O.B., A.P.R.N.-C.N.M., *Associate Dean, Phoenix Campus*
Amanda Kirkpatrick, Ph.D., *Associate Dean for Research and Innovation*

Jeffrey M. Zelda, M.B.A., J.D., *Associate Dean for Operations*
Nancy Bredenkamp, Ph.D., A.P.R.N., F.N.P.-C., *Assistant Dean and Faculty Chair, Graduate Programs*
Elizabeth Flott, Ed.D., R.N., *Assistant Dean for Faculty Development*
Jerilyn Kamm, M.A., Ph.D., *Assistant Dean for Student Affairs*
Julie Manz, Ph.D., R.N., C.N.E., *Assistant Dean for Undergraduate Programs*
Christina Murcek, M.S.,Ed., Ed.D., *Assistant Dean for Outcomes and Quality Improvement*
Kimberly Zuzenak, M.S., Ed.D., *Assistant Dean for Operations and Academic Success*

College of Professional and Continuing Education

Gayla Stoner, Ph.D., *Dean*
Debra J. Ford, Ph.D*., Chair of the Department of Interdisciplinary Studies and Interim Associate Dean*

The Graduate School

A. Barron Breland, D.M*., Dean*
Chris Karasek, M.S., *Assistant Dean*
LuAnn M. Schwery, M.S., *Assistant Dean*

The School of Dentistry

Jillian Wallen, B.D.S., M.S., *Dean*
Timothy M. Durham, D.D.S., M.P.A., *Senior Associate Dean/Vice Dean*
Geralyn Crain, D.D.S., Ph.D., F.N.A.P*., Associate Dean for Academic Affairs*
Garland Jarmon, M.B.A., *Senior Director for Admissions*
Sonia M. Rocha-Sanchez, M.S., Ph.D., M.B.A., *Associate Dean for Research*

Joseph V. Franco, Jr., D.D.S., *Associate Dean for Clinics*
Colette O'Meara-McKinney, M.Ed., Ed.D., *Associate Dean for Student Affairs and Admissions*
Marjel Whitmore, M.P.A., *Senior Director of Operations*
Samantha Harter, M.B.A., *Finance Manager*

School of Law

Joshua P. Fershee, J.D., *Dean and Professor of Law*
Sarah A. Gloden Carlson, J.D., *Associate Dean for Academic Affairs and Associate Professor of Law*
Yvonnda Summers, J.D., *Associate Dean for Student Affairs, Equity, Diversity and Inclusion*
BarbaraKaye Wright, J.D., *Assistant Dean for Admissions*
Mandy Whiddon, J.D., *Assistant Dean for Career Development*
Chris Gamm, J.D., *Director of Low Income Bankruptcy Clinic*
Rachel Goedken, J.D., *Director of the Werner Institute and Professor of Law*
Victoria Haneman, J.D., LLM, *Director of Health Law Programs & Associate Dean of Faculty Research and Innovation*
Troy Johnson, J.D., *Director of the Law Library*
Joy Suder, J.D., *Director of Juvenile Justice Legal Clinic*
Diane Uchimiya, J.D., LLM, *Director of Legal Clinics & Externships*

School of Medicine

Robert W. Dunlay, M.D., *Dean*
Randy Richardson, M.D., *Dean,* Health Sciences Campus (*Phoenix)*
Randall Pritza, M.D., *Associate Dean, Clinical Affairs (Omaha)*
TBD*, Associate Dean, Clinical Affairs (Phoenix)*
Tina Younger, M.D., *Assistant Dean, Clinical Affairs (Phoenix)*
Jason C. Bartz, Ph.D., *Associate Dean, Academic & Faculty Affairs (Omaha)*
Joanna Kowalik, 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., *Senior Associate Dean, Medical Education (Omaha)*
Claudia Chambers, M.D., *Associate Dean, Medical Education (Phoenix)*
Mary Sinclair, M.Sc., *Assistant Dean, Medical Education (Omaha)*
Ronn Johnson, Ph.D., *Senior Associate Dean, Diversity and Inclusion (Omaha)*
Jaya Raj, M.D., Assistant Dean, Diversity & Inclusion (Phoenix)
Michael G. Kavan, Ph.D., *Associate Dean, Student Affairs (Omaha)*
Rachel Jones, M.Ed., *Assistant Dean, Student Affairs (Phoenix)*
Nicole Piemonte, Ph.D., *Associate Dean, Faculty Leadership (Phoenix)*
TBD*, Associate Dean, Hospital Affairs (Omaha)*
Jyotsna Ranga, M.D., *Associate Dean, Graduate Medical Education (Omaha)*

Daniel Castellanos, M.D., *Associate Dean, Graduate Medical Education (Phoenix)*
James Rodenbiker, M.S.W., *Associate Dean, Administrative Planning and Business Affairs (Omaha)*
Laura Hansen, Ph.D., *Associate Dean, Research (Omaha)*
Maureen Tierney, M.D., *Associate Dean, Clinical Research and Public Health (Omaha)*
Thomas Svolos, M.D., *Associate Dean, Strategy & Accreditation (Omaha)*
Renuga Vivekanandan, M.D., *Assistant Dean, Strategy & Accreditation (Omaha)*
Stephen Cavalieri, Ph.D., *Associate Dean, Medical School Admissions (Omaha)*
Kathryn Coan, M.D., *Assistant Dean, Medical School Admissions (Phoenix)*
Daniel Gridley, M.D., *Assistant Dean, Clinical Research and Public Health (Phoenix)*
Cassie Eno, Ph.D., *Assistant Dean, Evaluation and Analytics (Omaha)*
Jessica Seaman, Ed.D., *Assistant Dean, Faculty Development (Phoenix)*
Thomas Gillespie, M.D., *Assistant Dean, Clinical M3/M4 Medical Education (Phoenix)*
Mark Fischione, M.D., *Assistant Dean, Pre-Clinical Medical Education (Phoenix)*
Ray L. Stoupa, *Financial Officer*

School of Pharmacy and Health Professions

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Paul L. Price, Pharm.D., *Senior Associate Dean*
Alekha K. Dash, Ph.D., *Associate Dean for Research*
Keli Mu, Ph.D., *Associate Dean for International Relations*
Kim Savicky, J.D., *Assistant Dean for Business Affairs*
Katie Wadas-Thalken, Ed.D., *Assistant Dean for Academic Affairs*
Susan Weems, M.S., *Assistant Dean for Student Affairs and Operations (Phoenix)*

UNDERGRADUATE

2024-2025 Undergraduate catalog

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, fee, 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/catalogs (http://www.creighton.edu/registrar/catalogs/).

Undergraduate Academic Calendar

Undergraduate

Fall Semester 2024

August		
20	Tuesday	Fall semester begins.
26	Monday	Last day to register and add course(s) to schedule.
28	Wednesday	Mass of the Holy Spirit, 3:30 pm at St. John's Church, 3:30 pm classes cancelled.
29	Thursday	Last day to drop individual course(s) from schedule.
September		
2	Monday	Labor Day Holiday. No classes.
16	Monday	Last day to change from credit to audit. Last day to apply for Pass/No Pass status.
October		
13-20	Sunday-Sunday	Fall Recess. No classes.
15	Tuesday	Last day to file online Degree Application for December degree conferral.
November		
7	Thursday	Last day to withdraw from courses with a grade of "W."
27-Dec. 1	Wednesday-Sunday	Thanksgiving Recess. No classes.
December		
9-14	Monday-Saturday	Final semester examinations.
14	Saturday	December degree conferral date.

Winter Term 2024

December		
16	Monday	Winter term classes begin.
17	Tuesday	Last day to register or drop classes.
January		
4	Saturday	Last day to withdraw with a grade of "W."
12	Sunday	Winter term classes end.

Spring Semester 2025

January		
14	Tuesday	Spring semester classes begin.
20	Monday	Martin Luther King, Jr. Day. No classes.
21	Monday	Last day to register, add course(s) to schedule.
23	Thursday	Last day to drop individual course(s) from schedule.
February		
10	Monday	Last day to apply for Pass/No Pass status. Last day to change from credit to audit.
15	Thursday	Last day to submit online Degree Application for May degree conferral.
March		
6-16	Sunday-Sunday	Spring Recess. No classes.
April		
3	Thursday	Last day to withdraw from courses with a grade of "W."
17	Thursday	Holy Thursday. Easter recess begins March 28, 5:00pm. No classes beginning at 5:00pm Holy Thursday through 5:00pm Easter Monday.
18	Friday	Good Friday. No classes.
21	Monday	Easter Monday. Classes resume 5:00pm.

May		
6	Tuesday	Last day of classes.
7	Wednesday	Reading Day. No classes.
8-9; 12-14	Thursday-Friday; Monday-Wednesday	Final semester examinations.
16	Friday	Baccalaureate Mass.
17	Saturday	May Degree conferral date and University Undergraduate Commencement.

Summer Session 2025

NOTE: *Please see the Summer School schedule for complete listing of terms, offerings, and deadlines.*

May		
19	Monday	Summer classes begin.
26	Monday	Memorial Day Recess. No classes.
June		
15	Sunday	Last day to file online Degree Application for August degree conferral
19	Thursday	Juneteenth Holiday. No Classes
July		
4	Thursday	Independence Day. No classes.
August		
16	Saturday	Summer Session ends; August Degree Conferral Date.

Academic Policies, Procedures, and Information

Students are personally responsible for completing all requirements established for their degree by the University, the student's College or School, and 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 Honesty

Creighton University recognizes its duty to prepare students who are knowledgeable in their disciplines and who behave ethically. With this responsibility in mind, the student is advised that academic misconduct will be dealt with consistently and fairly in accordance with the Academic Misconduct Policy, which complements the Standards of Conduct outlined in the *Creighton University Student Handbook*.

Creighton fosters an environment of learning from experience and moving beyond negative choices. The discipline process is built on the foundation that the process should be educational and helpful to the student's development, as well as on the need to protect the academic integrity of the University and its programs. We aim to support students as they work through the process of making choices that reflect the personal and communal values central to the mission of Creighton University in its Catholic and Jesuit tradition.

Academic misconduct includes, but is not limited to, all forms of cheating; plagiarism in any form; falsifying documents of any kind or knowingly providing false information or evidence to University personnel or to others external to the University; endangering or threatening to endanger patients, faculty, staff, fellow students or damaging their property; theft or intentional destruction of library materials or other academic resources; illegal, obscenity-related, and/or other misuse of University-provided resources related to academic work; violation of any acceptable use policies of the University; violation of confidentiality in any practice and/or learning setting; violation of academic or professionalism conduct rules/standards described in course policies, University, School/College, program, or department policies and/or articulated by instructors either verbally or in writing; disruptive behaviors negatively affecting the learning environment of others, including online learning environments; misrepresentation of self or others for the purposes of obtaining academic advantage; or refusing to acknowledge, honor and/or comply with requests issued by faculty or administrators related to academic issues.

Please see the full University policy on Academic Misconduct on our website: https://www.creighton.edu/fileadmin/user/GeneralCounsel/docs/4.1.7-Academic-Misconduct-Policy.pdf

Academic Standing

A cumulative GPA, computed only on the basis of all work attempted at Creighton, of at least 2.00 is required for graduation. From the time of matriculation to graduation, students' academic work is reviewed at the end of each semester to determine academic standing.

Academic Probation

Any degree- or certificate-seeking student whose cumulative GPA is below 2.00 at the end of any semester will be placed on academic probation. A student may also be placed on academic probation for one of the following reasons:

- two consecutive semesters of a semester GPA below 2.00
- a major GPA below 2.00
- less than 75% successful completion of cumulative credit hours attempted
- a cumulative GPA below 2.20 for BSN students
- other college-specific criteria

When on academic probation, a student may be advised to adjust her or his schedule of studies and/or drop extracurricular activities.

Academic Dismissal

A degree- or certificate-seeking student may be academically dismissed for any of the following reasons:

- a 1.00 or lower semester GPA
- failing grades in all courses in a semester
- two consecutive semesters of criteria that would lead to academic probation (see list above)
- failure in two nursing courses for BSN students
- other college-specific criteria

Students who have been notified of dismissal may appeal to their College Dean's Office.

Academic dismissal is stated on a student's transcript. A student who has been academically dismissed may not apply for readmission to the University until a full year has elapsed. If readmitted, the student will be readmitted on academic probation.

Satisfactory Progress Toward a Degree

A student meeting the foregoing minimum grade point requirements will be considered making satisfactory progress if:

1. The student has acquired a minimum of 24 credit hours after one academic year, 48 credit hours after two academic years, and 72 credit hours after three academic years.
2. The student by the start of the third academic year, has declared in writing a specific degree in a major program of study, and successfully completes a reasonable number of courses in that program each semester thereafter.

Auditing Courses

Students will be permitted to register as auditors only for exceptional reasons and with the explicit authorization of the Dean. 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 at class is 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, four weeks after the first day of classes (prorated accordingly for shortened terms).

A student who has previously enrolled as an auditor may not take the course for credit during any succeeding semester.

Charges for courses audited are one-half (50 percent) of the regular per-credit-hour tuition rate when the per-credit-hour rate is applicable, for example, when a student registers for less than 12 semester hours, including the credit for the course(s) audited. For Summer Session courses, the 50 percent 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.

Class Attendance

Creighton University's primary obligation is the total education of students. Implicit in the achievement of this goal will be the student's conscientious attendance of classes and laboratory sessions.

Instructors in the undergraduate colleges will, at the start of the semester, announce their specific procedures concerning class attendance, verification of excused absences, etc., preferably in written form. It is the student's responsibility to note these procedures and to follow them carefully. (No teacher will cancel a class meeting, the last class before or the first class after, a University recess).

Officially excused absences for University-sponsored affairs must be cleared with the Academic Dean by the responsible faculty moderator.

Confidentiality 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:

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.

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.

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.

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:

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

Location, Types, and Custody of Education Records

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

Registrar's Office (Old Gym, Suite 230)

- 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 (Championship Center & Ryan Athletic Center)

- Directory information
- Recruiting and eligibility records
- Performance statistics

Global Engagement Office (Creighton Hall 324)

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

Office of the Provost (Creighton Hall 236)

- Academic misconduct records

Community Standards and Student Conduct (Creighton Hall 224)

- Disciplinary records

Office of Title IX and Civil Rights Compliance (Creighton Hall 340)

- Disciplinary records

Department of Residential Life (Swanson Hall, Room 136)

- Housing information
- Dining services information

Student Accessibility Services (Old Gym, 4th floor)

- SAS records

Student Counseling Services (Markoe Hall)

- Counseling records

Student Financial Aid Office (Harper Center, Suite 1100)

- Financial aid records

Student Financial Services Office (Harper Center, Suite 1100)

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

Student Health Education and Compliance (Kiewit Fitness Center, Room 225)

- Medical records

University Relations (Cardiac Center, Room 336)

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

Vice Provost for Faculty and Academic Affairs (Creighton Hall 236)

- Academic misconduct records

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

Course Key to Abbreviations and Symbols

The standard course description includes a variety of abbreviations or symbols indicating essential information. The following is a sample course description with the individual abbreviations and symbols explained in the order in which they appear in that description.

BIO 202. General Biology: Cellular and Molecular. 3 credits. FA, SP, SU
Introduces the conceptual bases of biology and presents the molecular and cellular aspects of metabolism, genetics, and other selected systems. P. One year of college or high school chemistry of sufficient depth and rigor to enable the student to participate in the study of the molecular aspects of biology; Understanding Natural Science; CHM 105 with a grade of B- or better, or CHM 203 with a grade of C-or better; or IC.

Symbol	Definition
BIO	Department (subject or discipline) abbreviation. Standard three-letter symbols are used throughout the University to identify the subject fields.
202	Course number. If a course has been renumbered, the old course number appears in parentheses following the new number.
General Biology: Cellular and Molecular	Course Title
3 credits	Credit value of the course in terms of number of semester hours of credit.
FA, SP, SU	Term offered. FA indicates fall semester; SP indicates spring semester; SU indicates summer semester.
W	Indicates winter session.
AY	Alternate year, indicating that the course will be offered every other year.
SU (OD)	Indicates the course is also offered in the summer term on demand.
ENY, ONY	Indicate that course is offered in term shown of even-numbered years (ENY) or odd-numbered years (ONY).
3R, 3L	Class structure. R, L, S, C, D, Q indicate recitation lecture, laboratory, studio, conference, discussion, quiz. Hence, 3R, 3L indicates three hours of lecture-recitation and three hours of laboratory per week. For courses consisting of lecture-recitation periods only, the number of class hours per week, unless indicated otherwise, is the same as the credit value of the course and is not specified in the course description.
P	Prerequisite: the preliminary requirement that must be met before the course can be taken. When prerequisites are set forth in the introductory department statements preceding the course listings, they apply as indicated even though not repeated with the individual course descriptions.
CO	Corequisite: a requirement, usually another course, that must be completed in the same term.
DC, IC	DC, department consent, and IC, instructor consent, signify that a student must have the permission of the department or instructor in addition to or in lieu of other course prerequisites.

NOTE: Not all of the foregoing information may be noted in any individual course.

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 (doctoral level).
900-910	Graduate courses (doctoral level).

Dean's Honor Roll

To qualify for the Dean's Honor Roll, undergraduate students must have completed 12 or more credit hours graded on the traditional (A-F) scale in a given semester, with no grades of "I" or "NP", and earn a semester grade point average of 3.50 or higher.

Final Examinations

Final examination activities are held in all courses at the close of each term (semester or summer session). The Registrar's Office sets and publishes a schedule of exam times for the fall and spring semesters, which faculty and students must adhere.

Graduating seniors with a "B" or better average in a particular course, with the approval of the instructor, may be released from the final examination in that course. This option would, of course, be open only in those courses where adequate testing has been accomplished to satisfy the teacher in his or her determination of the grade. This decision will normally be made after the last regular class meeting of the semester. This policy in no way precludes a senior with a "B" or better from taking the final exam, should he or she choose to do so.

Grades

Grading Systems:

		Grade points for each credit hour
A	Outstanding	4.0
A-	Outstanding	3.67
B+	Good	3.33
B	Good	3.0
B-	Good	2.67
C+	Satisfactory	2.33
C	Satisfactory	2.0
C-	Inferior, but passing	1.67
D	Inferior, but passing	1.0
F	Fail	0.0
UN	Unsatisfactory work (failure)-no credit	0.0
I	Work incomplete	*
AU	Audited course--no credit	*
P	Pass-credit	*
NC	No Credit	*
NP	Not pass-no credit	*
SA	Satisfactory Work	*
W	Official withdrawal from a course--no credit	*

* Not used in calculating grade point averages.

Satisfactory/Unsatisfactory are used to report student performance in a course that does not permit regular grading. It is not an individual grading option as is P/NP, but applies to all students in the course. Credit earned with "SA" (Satisfactory) may be counted toward graduation but is not included in the grade-point average; however, "UN" (Unsatisfactory) functions as a failure in computing the grade-point average.

Grade Point Average (GPA)

A grade point average (GPA) is based only on work taken at Creighton University and during Study Abroad and is computed by dividing the total grade points earned by the total number of semester hours of credit attempted including hours for courses failed (unless repeated and passed) and excluding credit hours for courses graded AU, P, NP, SA, I, NC or W.

All classes taken for graduate credit while an undergraduate student will apply toward both the undergraduate and graduate GPA.

Grade Reports

Grades are made available to students each mid semester and at the end of each term via the student's N.E.S.T. account.

Grade Appeals

The instructor has jurisdiction in determining grades; however, the student has the right to appeal a grade that the student believes to be in error. The appeal process may involve the following steps (the issue may be resolved at any level):

1. The student confers with the instructor involved.
2. The student and instructor (preferably together) confer with the chairperson of the department.
3. The student and instructor (preferably together) confer with the Dean of the College or School to which the department is attached.
4. In rare cases, when the foregoing steps do not resolve the issue, the student may initiate a formal written appeal to the 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, nor lightly dismissed by an instructor. A formal written grade appeal may be made no later than the sixth week of the following semester.

Note: Nursing students should consult the College of Nursing Handbook for that school's appeal procedure.

Graduation-Degree Application, Graduation Honors & Diplomas

Degree Application

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 February 15 - if participating in the May Commencement ceremony; If not participating in May Commencement ceremony, application is due June 15

Degree completion in Fall semester (December conferral): Application due October 15; Undergraduates participating in the May Commencement ceremony prior to degree completion, application due February 15)

Late applicants may be charged a late fee.

Degree Conferral

Creighton awards/confers degrees on a common date in May, August, and December annually, regardless of the date of the Graduation/ Commencement ceremony.

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.

Graduation/Commencement Ceremonies

Annual University Commencement ceremonies for all Colleges and Schools are held in May. The Graduate School holds a University Commencement ceremony in December for students who complete their degrees in Summer or Fall.

The Graduate School students who complete their degrees in the Spring Semester are expected to be present at Commencement. Students who complete their degree programs in the Summer or Fall Semesters may attend Commencement in December following completion or the May prior to completion with permission of the Dean.

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

Diplomas and Certificates

Creighton provides all graduates with a digital diploma or certificate (CeDiploma or CeCertificate) and a traditional paper diploma or certificate. Traditional diplomas or certificates will be mailed and digital diplomas or certificates will be sent to the graduate's Creighton email account after confirmation of completion of all requirements by the respective Dean and grade and degree processing by the Registrar.

CeCredential Trust® is Creighton's trusted partner providing lifetime secure, verifiable documents with digital signatures and encryption, enhancing trust and acceptance by employers, state government licensing agencies, etc. Additional information and Credential Validation is located on the Registrar's website (https://www.creighton.edu/registrar/graduationcommencement/).

Note: Diplomas are released only when all outstanding holds are cleared and the account is in good standing.

Graduation Honors

Graduation honors are based only on a student's undergraduate work at Creighton. To be eligible for honors, the student must have completed at least half of the prescribed hours for the degree in the undergraduate college at Creighton. Honors are applicable to the baccalaureate degree only. The diploma of a student who qualifies for honors is inscribed as follows:

Summa cum laude—for a GPA of 3.850-4.000
Magna cum laude—for a GPA of 3.700-3.849
Cum laude—for a GPA of 3.500-3.699

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" (or equivalent based on the course grading scale) 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" (or equivalent based on the course grading scale) 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 prerequisite 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).

Heider College of Business: Dean's Honor Roll for Social Responsibility

The Heider College of Business recognizes that business should be a positive force in society. Hence, business education must include an appreciation of the relationship between business and social responsibility. Toward this end, the Heider College of Business' Honor Roll for Social Responsibility honors undergraduate students who take the opportunity to serve their community.

Each fall and spring term, undergraduate students in the Heider College of Business who perform a minimum of 25 hours of confirmed community service and submit a reflection are placed on the Dean's Honor Roll for Social Responsibility for that semester. Students may be recognized at the Silver Level (25-49 hours), Gold Level (50-74 hours), or Platinum Level (75+ hours). Honor Roll designation appears on the students' transcripts and students receive a certificate of achievement.

Intra-University Transfer

Students wishing to transfer from one undergraduate college to another within the University must file a special application, which is available in their current academic dean's office.

National Scholarship Competitions

Every year Creighton students apply for a range of highly prestigious national scholarships. These competitive awards recognize the nation's best students. They offer considerable support either for undergraduate studies, continued education at the graduate level or for other significant post-graduate work, such as service to the nation or the community. For more information contact Dr. Elizabeth Elliot-Meisel, Director of Scholarships and Fellowships or consult Creighton's Scholarships website (https://www.creighton.edu/admission-aid/types-aid/scholarships/). The website contains details on a wide variety of scholarships, including (but not limited to):

The Davies-Jackson Scholarship presents a unique opportunity for students with exceptional academic records, who are among the first in their families to graduate college, to participate in a course of study at St. John's College at the University of Cambridge.

Fulbright Grants allow scholars, professionals, and artists to study, conduct research, or teach English abroad.

The Gates Cambridge Scholarships are full-cost awards for graduate study and research in any subject available at the University of Cambridge. The scholarships are highly competitive and are awarded to citizens of any country outside of the United Kingdom on the basis of the candidate's academic excellence, a good fit between the Scholar and the University of Cambridge, evidence of leadership potential and a commitment to improving the lives of others.

The Barry M. Goldwater Scholarship and Excellence in Education Program awards scholarships to students intending to pursue careers in science, mathematics, and engineering.

The Clare Boothe Luce Foundation provides support to women in the sciences, mathematics, and engineering.

The James Madison Foundation sponsors fellowships to a select group of individuals desiring to become outstanding teachers of the American Constitution.

Marshall Scholarships finance young Americans to study for a degree in the United Kingdom. Up to forty Scholars are selected each year to study either at graduate or occasionally undergraduate level in any field. One and two year scholarship are available.

The George J. Mitchell Postgraduate Scholarships are sponsored by the US-Ireland Alliance (https://us-irelandalliance.org/) and is designed to introduce and connect generations of future American leaders to the island of Ireland, while recognizing and fostering intellectual achievement, leadership, and a commitment to public service and community. Mitchell Scholars pursue one year of postgraduate study in any discipline offered by institutions of higher learning in Ireland and Northern Ireland. Applicants are judged on three criteria: academic excellence, leadership, and a sustained commitment to service and community.

The National Science Foundation awards fellowships for graduate study leading to research-based master's or doctoral degrees in the fields of science, mathematics, engineering, women in engineering, mathematics and computer and information science.

National Security Education Program David L. Boren Grants support both undergraduate students (Boren Scholarship) and graduate students (Boren Fellowship) in the study of languages and cultures deemed critical to U.S. national security and who are highly motivated by the opportunity to work in the federal government for 1-2 years after completing their study.

Rhodes Scholarships, the oldest international fellowship, bringing outstanding students from many countries around the world to the University of Oxford (U.K.). Applicants will have demonstrated intellectual distinction as well as promise of future "effective service to the world."

The Harry S. Truman Scholarship Foundation recognizes college juniors with exceptional leadership potential who are committed to careers in government or other public service, and provides them with financial support for graduate study.

The Morris K. Udall Undergraduate Scholarship is awarded to highly qualified sophomore or junior students who are Native American and interested in tribal public policy or Native health care, or students of any ethnicity interested in environmental issues.

Pass/No Pass Option

Beginning with their Sophomore year, students may register for courses on a Pass/No Pass (P/NP) grading basis. A limit of twelve Pass/No Pass hours will be permitted for an eligible student. Courses to be taken on a "P/NP" basis must be selected from those outside the student's major and its requisite courses, and from outside educational courses leading to teacher certification. Up to four credit hours in the Arts and Sciences minor may be taken on a "P/NP" basis. No Core courses may be taken as "P/NP." Course prerequisites must be met. Hours passed will be counted toward graduation but will not be included in the grade-point average. Likewise, a "NP" does not affect the GPA. The grade of "C" will be the lowest pass grade. The "P/NP" status of a student is not made known to the instructor, who grades the student in the traditional manner. The final grade is converted to "P" or "NP" when the student's end-of-term grade report is processed. For Heider College of Business students, "P/NP" will only be accepted for non-restricted electives.

Approval to take a course on a Pass/No Pass basis must be obtained from the Dean after registration. For full semester courses, the deadline for signing up for Pass/No Pass is the same as for changing from credit to audit, i.e., four weeks following the first day of classes. No change in status from Pass/No Pass to regular grading or vice versa will be allowed after the first four weeks of the semester.

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.

Ratio Studiorum Program

The name "Ratio Studiorum" emanates from a Jesuit "plan of studies" bearing the name "Ratio atque Institutio Studiorum Societatis Jesu" and adopted in 1599 as a formal program for study at the university level. In an analogous manner, Creighton's Ratio Studiorum Program is designed to help students understand how the Academy works, how the curriculum functions to form them as young women and men, and how they can expect to grow and develop in the university setting. The Program focuses on the need for students to plan their curriculum, their career, and a way of life that concentrates on ethical living, service to others, a search for truth and justice in public and personal life, and a search for the relationship with the Almighty. Informed choice is the goal, freedom and knowledge are the tools in this discernment, and faculty and professional staff are the guides.

First-year students begin the program through a Ratio Studiorum 100-level class. This is a one credit, graded course designed to facilitate a smooth transition from high school by examining key elements of

collegiate life, such as the meaning and value of a liberal arts education; the Jesuit, Catholic history and values; and the vocational aspirations and challenges common to all freshmen. The class meets in groups of about 15-20 students and is taught by an RSP Advisor who serves as the academic advisor throughout the student's first two academic years or until student is accepted into a major or a program. The course is spread over both semesters for students in Arts and Sciences, while students in the Heider College of Business and Nursing only take the course first semester. A Decurion or peer academic leader (a junior or senior invited by the RSP Advisor) joins him/her in this venture.

The 100-level courses are as follows:

RSP 101 An Introduction to the Culture of Collegiate Life – College of Arts and Sciences
RSP 102 An Introduction to the Culture of College Life - College of Nursing
RSP 103 An Introduction to the Culture of Collegiate Life – Heider College of Business
RSP 104 Introduction to the Culture of Collegiate Life – Honors Students in College of Arts and Sciences
RSP 105 Introduction to the Culture of Collegiate Life – Transfer Students (Arts and Sciences/Business) with less than 38 credit hours

Registration

Registration for continuing students is conducted in March/April for the Summer Sessions and the Fall Semester and in October/November for the Spring Semester. Students meet with advisors and receive specific appointment times for completing online registration.

By enrolling in Creighton University, a student agrees to comply with all rules, regulations, directives, and procedures of the University, and understands that his or her failure to do so will be grounds for dismissal or other disciplinary action at the University's discretion. The University reserves the right to dismiss at any time a student who in its judgment is undesirable and whose continuation in the University is detrimental to himself, herself, fellow students, or the interests of the University, and such dismissal may be made without specific charge.

Registration Changes (Drop/Add)

Changes in registration may be made through the established drop and add deadlines for each term. In fall and spring semesters, the add deadline is the fifth business day of the semester (holidays and University closures excluded); the drop deadline is the tenth calendar day of the semester as long as the student remains full time (deadline is fifth business day of semester, same as the add deadline, if student is going below full time). During summer or other shortened terms, the drop and add deadline is prorated accordingly.

Repeating Courses

An undergraduate student may not repeat a course for which a final grade of "C" or better (including "P" and "SA") has been earned. This includes credit awarded through Advanced Placement Exams, International Baccalaureate, and transfer credit.

A student who has received a final grade of "C-", "D" or "F" (including "NP" or "UN") in a course may repeat the course. The course to be repeated must be repeated at Creighton. The student must register for this course like any other course. The credit and quality points for the highest grade earned (one grade only) will be used to calculate the student's GPA.

As with all other coursework attempted, the original course entry and grade remain on the student's permanent record and will appear on any transcript issued. Similarly, courses with marks of "AU", or "W" also remain permanently on the student's record. If such a course is repeated, a new course entry and a grade are entered in the term in which the course is repeated. Also see the policy on auditing courses (p. 20).

Student Classification

Students in the College of Arts and Sciences, Heider College of Business, and College of Professional and Continuing Education are classified according to the total number of semester hours they have earned:

Freshmen—completed fewer than 24 credits
Sophomores—completed 24-59.99 credits.
Juniors—completed 60-95.99 credits
Seniors—completed 96 or more credits.

Although BSN students in the College of Nursing are classified internally according to the completion of specific curricular requirements, their official classification is calculated according to the total number of credits earned.

Student Status

Full-Time Students

Undergraduate students who are enrolled in 12 or more semester credit hours during a semester are considered full-time students.

Part-Time Students

Undergraduate students who are enrolled in fewer than 12 semester credit hours during a semester are considered part-time students. Such students pay tuition according to the current semester-hour charge and all other fees to which they might be subject.

Temporary Withdrawal/Readmission Policies

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 and Continuing Education 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:

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.

1. 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.
2. 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).
3. Federal financial aid awards will be returned, if required, according to Return of Title IV funds calculation as determined by the Department of Education.
4. 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.

Readmission of Former Students

Students previously enrolled who have been out of school for at least one full semester must make formal application for readmission. See full Readmission of Former Students (p. 32) policy.

The Academic Year

The academic year is divided into two semesters and summer sessions.

Fall and Spring Semesters

The first semester, referred to as the "Fall" semester, begins in August and ends before the Christmas holiday; the second semester, referred to as the "Spring" semester, begins in January and ends in May. In the Fall semester there is a mid-semester week-long 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 eight-week terms that fit within the traditional semester dates.

Summer session

Summer classes are held throughout the summer in shorter length terms. Faculty-led travel courses as well as a variety of short workshops and institutes on topics of current interest are part of each summer's offerings.

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 directly 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 Credit, Prior Learning Assessment, Transient Study, and Exam Credit

Transfer Credit

Credits for prior college-level learning experiences may be available to undergraduate students. Credit by transfer or other means may count toward a student's Creighton degree; however, these credits do not count toward a student's grade point average (GPA). Evaluation of prior learning credit will be done by the respective College after formal acceptance to Creighton. These prior learning credits have the potential to fulfill credits required for the degree including those in core or major curriculum, or any additional required courses, up to 80 credit hours in total. Students should work in conjunction with their advisor or academic coach to determine if prior learning assessment is applicable to their plan of study and future educational plans. Students can utilize the following options to fulfill some requirements:

1. **Transfer Credits**. Students can transfer credits from other accredited institutions of higher education with a grade of "C-" or better.
2. **Credit by Examination.** Students can utilize standardized national exams to demonstrate learning objectives and gain credit. Eligible exams include College Level Examination Program (CLEP), DANTES Subject Standardized Test (DSST), Cambridge International A-Level exams, Foreign Language Achievement Testing Service (FLATS), Excelsior College Exams, Advanced Placement Exams (AP), and International Baccalaureate Exams (IB).
3. **Military Training and Experience.** Credit will be granted for military training and experience. Official transcripts are available through ACE and respective military branches. The ACE Military Program evaluates courses provided through the Air Force, Army, Coast Guard, Navy, Marines, and Department of Defense. In addition to ACE transcripts, other evidence for learning may include: Form DD-214, Report of Separation; Form DD-295, Application for the Evaluation of Learning Experiences During Military Service; Community College of the Air Force Transcript; Army/American Council on Education Registry Transcript (AART), or Joint Services Transcript (JST); US Coast Guard Institute Transcript; Sailor-Marine American Council On Education Registry Transcript (SMART).
4. **American Council on Education (ACE) Recommendations**. Students may transfer credits from ACE transcripts. ACE conducts college credit assessments for training courses sponsored by various organizations, including businesses, government, and military.

Transient Study

Creighton students may be permitted to enroll in courses at other regionally-accredited institutions. Prior approval of the Dean must be obtained for each course (application forms are available in the Dean's Office). Courses not so approved by the Dean in advance may not be accepted in transfer. Grades of "C-" or better must be earned. Normally students will not be able to transfer more than a total of 9 hours of approved transient study during the entire degree program at Creighton. In addition, students may not ordinarily earn transient study credit for courses regularly offered at Creighton University. Students must adhere to the degree requirements regarding minimum required credits at Creighton and should consult the College in which they are enrolled for additional transient study restrictions.

Exam Credit Policy

Creighton awards university credit for certain scores on college-level examinations such as Advanced Placement (AP) exams, Cambridge International A-Level exams, College Level Examination Program (CLEP) exams, DANTES Standardized Subject Test (DSST) exams, and International Baccalaureate (IB) exams. University credit will not be awarded for examinations covering remedial knowledge and skills that student should have acquired in high school.

Exam credit may be awarded for a specific Creighton University course or for elective credit. Exam credit may be awarded for a specific Creighton University course at the introductory level provided that the specific course does not have a course prerequisite that the student has not yet satisfied. In other cases, elective credit may be awarded according to the most current standards published by the university. Creighton University will award up to a total of 32 hours of exam credit to any given student. For more information, please consult your Dean's Office.

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.

Withdrawal

Withdrawal from a Course: Students may dis-enroll from a course after the drop deadline but prior to the established withdrawal deadline of the term with permission of the dean's office. In fall and spring semesters, the withdrawal deadline is approximately 10.5 weeks after the start of the semester. Refer to the posted online Academic Calendars for specific dates. During summer or other shortened terms, the withdrawal deadline is prorated accordingly.

A non-punitive grade of "W" (Withdrawal) appears on the student's transcript.

Students desiring to dis-enroll from a course after the withdrawal deadline may only do so after petitioning and receiving approval from the Dean. If such a petition is not approved, a regular grade will be assigned by the instructor as per the course's grading policy.

Withdrawal from the University: Students who desire to dis-enroll from all courses after the drop deadline but prior to the withdrawal deadline (see above for deadline guidelines), must receive permission from the Dean of the School/College in which the student is registered. A student is considered enrolled until he or she has formally requested and received permission from the Dean to withdraw from the University.

Upon permission to withdraw from the University, non-punitive grades of "W" (Withdrawal) appear on the student's transcript.

Students who withdraw from school and plan to return within the following year may wish to consider a Temporary Withdrawal.

Students needing to withdraw due to military service will follow the Temporary Withdrawal Policy.

Admissions

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 Nondiscrimination Policy (p. 10).

Admission of Freshman Applicants

Admission Requirements

Admission to undergraduate standing in Creighton as a freshman or as a transfer student may be achieved as indicated below:

1. As a freshman on the basis of:
   a. Completed application for admission.
   b. Certificate of graduation from an accredited high school including:
      i. Record of subjects and grades indicating academic potential for college success;
      ii. Personal recommendation from high school counselor.
      iii. Note: Home schooled students are encouraged to apply for admission and must provide documentation that required high school coursework has been satisfactorily completed.
   c. Satisfactory ACT or SAT scores (optional)
   d. Personal statement.
2. As a transfer student on the basis of both the high school transcript and a transcript of a satisfactory record from a regionally accredited college or university. See regulations under Admission of Transfer Students (p. 30). (ACT or SAT scores are optional for transfer students).

An accredited high school is a school accredited by the North Central Association of Colleges and Schools, or the equivalent regional standardizing body, or any school approved by the recognized accrediting agency in its state.

Subject Requirements

The high school graduate applying for admission to college is expected:

1. To be able to write and speak correct, grammatical English.
2. To have completed in an approved high school, the recommended subject requirements shown below.

Strict adherence to the pattern of subject requirements may be waived at the discretion of the Committee on Admissions if the other criteria qualify the applicant.

High-School Subject Pattern

Subject	Minimum Required: Units	Highly Recommended: Units
English	4	4
Algebra	1	1
Other Mathematics	2	3
Foreign Language	2	3
Natural Science	2	3
Social Science	2	4
Electives	3	3
Totals	16	21

A unit represents a year's study in any secondary school subject, covering an academic year of at least 36 weeks.

Additional Requirements for College of Nursing

High school graduates who are first-time freshmen as well as transfer students wishing to pursue the traditional program of study leading to

the degree of Bachelor of Science in Nursing apply to the Undergraduate Admissions Office of the University. Besides the Subject Requirements listed previously, freshman applicants to the College of Nursing must have completed one unit of Chemistry.

Admission Procedures

1. Applications can be requested from the Office of Undergraduate Admissions or electronically at admissons.creighton.edu or on the Common Application at www.commonapp.org (https://www.commonapp.org/).
2. Application may be made any time after completion of the junior year in high school, but not later than one month prior to the opening of a term, although the earlier the better. The University reserves the right to return applications for admission prior to the deadline if space for additional students is not available.
3. A non-refundable $40 fee is required for filing a paper application. There is no fee for the online application.
4. An official high school transcript should be sent directly to the Director of Undergraduate Admissions. A Creighton recommendation form must also be completed by your high school guidance counselor. Upon submission, these credentials become the property of Creighton University and will not be returned.
5. Applicants must submit a personal statement. Suggested topics for this are listed on the application.
6. A resume of activities is required if an applicant wishes to be considered for additional Scholarships.
7. Admission into one of Creighton's undergraduate colleges is a highly individualized process that utilizes national standardized test scores (if provided) in addition to a comprehensive review of high school performance, extracurricular activities and recommendations.

Toward this purpose we will consider as one factor either the American College Testing Program (ACT) Assessment or the Scholastic Aptitude Test (SAT) Assessment in the review process. Students may apply for admission as soon as they complete their junior year in high school and may apply before the submission of either the ACT or the SAT report.

The ACT or SAT Assessment is used for admission, scholarship, placement, counseling, and for statistical purposes for students who elect to have them considered. Applying test optional has no bearing on a students eligibility for admission or merit scholarship.

When all credentials required through the admissions application have been received, they will be reviewed by the Committee on Admissions. As soon as action has been taken, the applicant will be informed of the decision in writing along with information pertinent to residence hall facilities, registration procedures, and other requirements.

Incoming Credit

Applicants come to Creighton with high quality academic backgrounds and experiences. Many arrive with possible college credit to be applied to their Creighton degree through one of the following methods:

CEEB Advanced Placement

Further advanced placement credit may be awarded for successful completion of the CEEB Advanced Placement Examination in Art History, Biology, Chemistry, Computer Science, Economics, Environmental Science, History, Physics, Political Science, and Psychology. However, such awards are not automatic and may involve further departmental testing or evaluation. Credit may or may not be eligible for fulfilling the Core Curriculum requirements. Students who have completed one or more CEEB Examinations and have had the scores sent to Creighton should receive an awarded credit evaluation a few weeks after Creighton receives the score report. If the outcome of these examinations determines the course(s) for which the students are currently registering, they should contact their dean's office for further information.

Dual Credit

Applicants may have earned college credit through Creighton or another regionally-accredited college or university while enrolled in high school. Credit earned in this way through Creighton will already be on the student's Creighton transcript and considered institutional credit. Dual credit earned through another institution will be reviewed and evaluated by the College after formal acceptance to Creighton. As with other transfer credit, grades of "C-" or better are required and will not count toward the student's grade point average (GPA).

College Level Examination Program (CLEP)

Students accepted into a degree program may earn college credit through successful completion of CLEP Subject Examinations. CLEP examinations are administered at testing centers (Creighton University is NOT a testing center) on a regular schedule. Details concerning the award of credit for CLEP examinations are available in the College of Arts and Sciences Dean's Office.

International Baccalaureate

Creighton University acknowledges the quality of the IB Diploma Program and welcomes applications for admission from students who have excelled in IB courses. Scores of 5 and higher on the higher level examinations will result in the granting of college credit equivalent to lower-division courses at Creighton University (no standard level tests are accepted). Depending upon grades, Diploma recipients may receive up to 30 hours of college course credit. A score of 4 may allow the student consideration for advanced placement in a given subject, but will not necessarily warrant the granting of college credit. This can be reviewed on a case-by-case basis.

Request to Decline Credit

An undergraduate student may not repeat a course for which a final grade of "C" or better (including "P" and "SA") has been earned. This includes credit awarded through AP Exams, International Baccalaureate, and transfer credit. However, University Undergraduate Policy allows a student to decline credit previously awarded by Creighton for Advanced Placement Examinations, International Baccalaureate, and transfer credit. This credit must have been earned prior to attending Creighton. Students may repeat courses for which credit has been declined. Under no circumstance may credit earned at Creighton be declined. Dual credit courses offered by Creighton cannot be declined but may be repeated regardless of the original grade received. Only the repeated grade will be included in the grade point average. However, both grades will remain permanently on the student record.

Admission of Transfer Students

Students who are in good standing at another regionally-accredited college and entitled to honorable dismissal may be admitted to Creighton University without examination if they present evidence of satisfactory

scholarship. Transcripts from schools that are not regionally accredited will be judged on an individual basis.

The regular application form must be filed with the Director of Undergraduate Admissions. The applicant is responsible for having the appropriate office of *each* institution previously attended send an official academic transcript and testimony of honorable standing directly to the Director of Admissions, *even if* attendance was only during a summer session or for part of a term. These official transcripts are required even if the transcript of the institution most recently attended lists the record of the student at the other institutions, and regardless of whether or not credit was received or advanced standing credit is desired. A high school transcript must also be submitted.

Specific program requirements of each College must be fulfilled for graduation. Students must earn at least 48 hours in residence to qualify for a degree. Based on this requirement, to qualify for a Creighton degree, transfer students should plan to spend the last two years of college at Creighton. No more than 80 transfer credit hours will count toward a degree. More hours may be required depending upon the program of study and the way in which the transfer hours fulfill University requirements. The minimum number of hours in a student's major which must be taken at Creighton are: 15 in the College of Arts and Sciences; 15-21 in the Heider College of Business; 20 in the College of Nursing.

Conditions for Transfer of Credit

The University will evaluate all hours submitted by the transfer applicant and reserves the right to accept or deny any of the credits offered for transfer. Credit hours earned with grades of "C-" or better at an accredited institution of higher education prior to admission to Creighton University may be transferred at the discretion of the respective College. Transcripts will be officially evaluated by the College after a transfer student has been formally accepted for admission. In some instances, the College may require that the transfer student complete successfully at least one semester at Creighton consisting of not less than 12 semester hours before the exact amount of credit to be transferred will be permanently determined.

Credit hours are transferred, but not grade points or grades. The grade point average of the transfer student will be determined only by work done at Creighton. Credit is normally not granted for correspondence or television courses.

Admission of International Students

Required Documents

A complete application consists of the following documents:

1. A complete application and supplemental materials, which can include either the Common Application or the Creighton application
2. $40 nonrefundable application fee (waived if submitted online)
3. Counselor or teacher evaluation/recommendation
4. English language scores proficiency scores (see below for more details)
5. Official high school transcripts
6. Certified translation of all high school transcripts (if in a language other than English)
7. Official university transcripts, for transfer students
8. Certified translation of all university transcripts (if in a language other than English)
9. Certification of Available Finances, including official bank letters, statements of support, and bank statements (Please follow all directions included in the Certification of Available Finances)
10. Students may be required to present SAT or ACT scores
11. Certificates, diplomas, or examination results marking completion of secondary education or preparation for higher education (e.g., IB or national exam results)

English Language Proficiency

English language proficiency scores must be submitted if the applicant's native language is not English or if the applicant has not graduated from a high school where English was the language of instruction. See the chart below for test options and required scores.

Admission Type	TOEFL	IELTS	PTE Academic	Duolingo
Unconditional	88 or above (no section below 20)	Overall 6.5 (no section below 6.0)	58 or above	110 or above
Bridge	68-87	Overall 6.5 (with one or more sections below 6.0) or overall 6.0	50-57	95-105
Provisional	67 or below	Overall 5.5 or below	49 or below	90 or below

English language proficiency exams may be waived if the applicant:

1. Has completed at least two years of high school for freshman, or one year of college-level coursework for transfer students, or
2. Has attended high school in one of the following programs or countries: American/English International Schools, IB program, Canada, United Kingdom, Ireland, Australia, New Zealand, Singapore, Barbados, Bahamas, Bermuda, British Virgin Islands, Cayman Islands, Dominica, Grenada, Guam, Jamaica, Marshall Islands, St. Kitts, St. Lucia, Scotland, Trinidad and Tobago, Virgin Islands.

Completion of IELI, or other accredited English language program, may be used for eligibility to our Bridge program. In some instances, applicants may be eligible for unconditional admission with additional documentation.

Please see the Intensive English Language Institute (p. 49) page for more information regarding their programs.

Provisional Admission

Eligible students who have not attained English proficiency may be provisionally admitted, provided that they enroll in Creighton's Intensive English Language Institute (IELI), or meet the unconditional admission English language proficiency options listed above, until they obtain the required English proficiency level.

Certification of Available Finances

All applicants are required by the U.S. Government to certify that they can provide adequate funding to cover the cost of a U.S. education. Final admission to Creighton University cannot be authorized and an I-20 issued until the Office of Admissions verifies the applicant's complete Undergraduate Student Certification of Available Finances Form.

Matteo Ricci Scholarships for International Students

Creighton University offers eligible international students Matteo Ricci academic scholarships. Criteria for the awards include excellent academic records and F-1 visa status. Returning students and permanent residents are not eligible to receive the Ricci scholarships. To have their scholarships renewed after their first year, recipients should maintain a pre-determined grade point average and maintain their F-1 visa classification. Applicants interested in competing for these scholarships must submit their complete application for admission on or before March 1st, the priority deadline for Fall Semester admission or before September 1st, the priority deadline for Spring Semester admission.

Admission of Special Students

Students who wish to take courses but do not expect to receive a degree from Creighton University may register as special students. Prerequisites for specific courses must be met and students are expected to fulfill the same course requirements as degree-seeking students. Most special students taking undergraduate courses register in College of Professional and Continuing Educations. Tuition and fees charged will be on a per-credit-hour basis for students taking from 1-11 semester hours; special students attending on a full-time basis (12-18 semester hours) are charged full tuition and fees. Students who have been accepted into certificate programs and carry a minimum of six hours per semester are eligible to apply for federal financial aid. Persons who have registered as special students and subsequently decide to enter a degree program must apply for acceptance as degree-seeking students.

A student who has been dismissed from another educational institution within the previous calendar year will normally not be allowed to register at Creighton as either a special or a degree-seeking student.

Readmission of Former Students

Students previously enrolled who have been out of school for at least one full semester must make formal application for readmission. Admission into the College of Arts and Sciences, Heider College of Business, or the College of Nursing requires an application through the Undergraduate Admissions Office; admission to the College of Professional and Continuing Education occurs with the College of Professional and Continuing Education. Official transcripts from any institutions attended since leaving must be sent directly to Creighton from the issuing institutions before readmission can be approved.

All financial and enrollment obligations to the University must be cleared prior to re-enrollment.

A student under an approved Temporary Withdrawal is exempt from reapplying unless the student failed to return as expected after the end of the specified period of time, or unless the student enrolled elsewhere in the meantime.

Enrollment Reservation Deposit

Each applicant for admission will be informed in writing by the Director of Admissions of the outcome of his or her application.

An applicant accepted for admission is asked to make a non-refundable $400 enrollment deposit ($350 class reservation and $50 housing application fee) by May 1 for the Fall Semester and December 15 for the Spring Semester. The class reservation is credited to the first semester's tuition.

If the reservation is canceled or the student fails to register, or withdraws after registering, the deposit is forfeited to the University.

New Student Programs

Summer Preview Program/Registration

The Summer Preview Program has been organized to give new students an opportunity during the summer to consult with administrators, faculty advisors, and student leaders about curricular regulations, course details, registration procedures, or any other questions the student might have. Students will meet with faculty advisors and register for their fall classes. Several dates are specified during the summer, and students are invited to visit the campus at one of those times. Students register during the summer for the fall semester after consultation with a faculty advisor.

Welcome Week

All new students are required to be on the campus a few days before classes begin to participate in "Welcome Week" activities in August. New students move into their housing, consult with their advisors, learn about the University and its many services and opportunities, and become acquainted with the school, the faculty members, and the other members of their class. Approximately 120 upper-class students serve as leaders during Welcome Week and work with small groups of new students offering individual attention and special help.

Campus Ministry

The Campus Ministry Department accompanies students, faculty, staff and alumni into a transformative relationship with a God who invites us to a life of love and service. As Catholic, Creighton is dedicated to the pursuit of truth in all its forms and is guided by the living tradition of the Church. As Jesuit, Creighton University participates in the tradition of the Society of Jesus, a religious order founded by St. Ignatius of Loyola, whose companions gave witness to their love of Jesus Christ through service to others in many acts of Christian charity. In terms of the Jesuits' educational apostolate, formation of students to become "agents of change" in the world is paramount. Students learn to promote a "faith that does justice," while being "leaders for and with others." As comprehensive, Creighton's education is directed to the intellectual, social, spiritual and physical aspects of students' lives as they continue their vocations after graduation.

Worship on Campus - Creighton Campus Ministry offers several opportunities for worship, for students of all Christian backgrounds. There are daily and weekly Masses, as well as sacraments at St. John's Church for Catholic students. Additionally, Campus Ministry offers protestant worship services and community at The Common Well, for all students from a wide span of Christian backgrounds.

Programs - Campus Ministry offers a comprehensive retreat program, individual spiritual companionship, faith-sharing communities called Christian Life Communities (CLCs), interfaith programming in addition to several other programs and events through the academic year. Additionally sacramental preparation, including confirmation and marriage preparation is available through St. John's parish.

St. John's is the symbolic center of the Creighton community in the heart of our campus. Catholic Christians are most welcome to join the parish community as active members. There are many opportunities

for students to participate fully as lectors, musicians, or Eucharistic ministers in our regular parish and University liturgies.

Students are welcome to visit the Campus Ministry offices located on the lower level of Swanson Hall.

Center for Undergraduate Research and Scholarship

The Center for Undergraduate Research and Scholarship (CURAS) supports and facilitates undergraduate research across all schools and colleges at Creighton University.

Director: Ashley Fricks-Gleason, PhD
Research Program Planner: Ethan Ankrum

Concentration in Undergraduate Research and Scholarship

The Concentration in Undergraduate Research and Scholarship is offered by the Center for Undergraduate Research and Scholarship (CURAS) in recognition of undergraduate students who have mastered a comprehensive range of skills essential to their success as Jesuit-educated researchers. Students obtain the concentration through a combination of coursework, research presentations, proposal writing or publication, and participation in events and assessments sponsored by the Center for Undergraduate Research and Scholarship. In the spirit of the Jesuit tradition, reflection and ethics are also crucial components of this program.

Learning Outcomes and Objectives:

1. *Students will acquire research skills and knowledge specific to their field of interest*

2. Students will effectively orally communicate their research/creative project findings to a broader audience

3. Students will effectively communicate their research/creative project findings and ideas in written form

4. *Students will reflect on how their research fits into Creighton's mission and addresses Jesuit values*

Concentration Requirements (10 Credits):

Summary: The Concentration has requirements in two primary forms: academic and research dissemination. The academic requirement includes successful completion of 3 credits of independent research and 6 credits of research-related coursework. The research dissemination portion requires 1 research proposal or publication, 1 presentation at a local, regional, or national conference, and either attendance or presentation of one's research at 3 Creighton research events. Research dissemination recognition is completed in a 1 credit capstone research course.

Code	Title	Credits
Independent Research		**3**
ACC 497	Directed Independent Research	
AMS 497	Directed Independent Research	
ANT 497	Directed Independent Research	
ARH 497	Directed Independent Research	
ART 495	Directed Independent Projects	
ART 497	Directed Independent Research	
BIO 397	Directed Independent Research (Extramural)	
BIO 497	Directed Independent Research	
BUS 497	Directed Independent Research	
CHM 297	Directed Research	
CHM 496	Directed Independent Research I	
CHM 497	Directed Independent Research II	
COM 498	Directed Independent Research - Special	
CRJ 497	Directed Independent Research	
CSC 497	Directed Independent Research	
ECO 497	Directed Independent Research	
EDU 497	Directed Independent Research	
ENT 497	Directed Independent Research	
EVS 497	Directed Independent Research	
EXS 497	Directed Independent Research	
FIN 497	Directed Independent Research	
FRN 497	Directed Independent Research	
GDE 599	Senior Capstone	
GER 497	Directed Independent Research	
HAP 497	Directed Independent Research	
HIS 497	Directed Independent Research	
JRM 599	Senior Capstone: Entrepreneurial Media	
MTH 495	Directed Independent Study	
MTH 497	Directed Independent Research	
MUS 495	Independent Research Project	
NAS 497	Directed Independent Research	
NES 397	Directed Independent Research (Extramural)	
NES 497	Directed Independent Research (Intramural)	
PHL 495	Directed Independent Study	
PHY 497	Directed Independent Research	
PLS 497	Directed Independent Research	
PSY 497	Directed Independent Research	
SOC 497	Directed Independent Research	
SPN 497	Directed Independent Research in Spanish and Hispanic Studies	
THR 495	Directed Independent Study	
THL 495	Directed Independent Study	
WGS 495	Directed Independent Study	
SWK 497	Directed Independent Research	
Research Courses:		**6**
Student may choose courses from any of the three course areas: Research Methods and Analysis, Research Communication or Ethics, or Course-Based Undergraduate Research Experiences (CUREs). There are no area distribution requirements for coursework.		
Research Methods and Analysis		
AMS 308	Theories and Methods in American Studies	
AMS 316	Qualitative Methods, Ethnography, and Engagement	
AMS 470	Making Maps that Matter: Introduction to Geographic Information Systems	
ANT 318	Applied Research: Assessment and Evaluation	
ANT 470	Making Maps that Matter: Introduction to Geographic Information Systems	

ARH 401	History and Methods of Art History
ART 411	Advanced Ceramics I
ART 422	Life Drawing IV
ART 432	Painting IV
ART 448	Printmaking IV
BIA 261	Business Analytics
BIO 311	Biostatistics
BIO 318	Genetics Laboratory
BIO 363	Cell Structure and Function Laboratory
BIO 372	Animal Behavior Laboratory
BIO 419	Molecular Genetics Laboratory
BIO 463	Neurobiology Laboratory
BIO 481	Terrestrial Ecology
BIO 501	Bioinformatics
CHM 286	Chemical and Statistical Analysis Laboratory
CHM 315	Quantitative and Statistical Analysis
COM 300	Communication Research Methods
COM 359	Rhetoric and Public Culture
CRJ 312	Research Design for the Social Sciences
CRJ 314	Statistics for the Social Sciences
CRJ 316	Qualitative Methods, Ethnography, and Engagement
CRJ 318	Applied Research: Assessment and Evaluation
CRJ 470	Making Maps that Matter: Introduction to Geographic Information Systems
CSC 542	Database Design and Security
DSC 366	Machine Learning
ECO 418	Econometrics
EDU 211	Exploring Child and Adolescent Development
EDU 299	Understanding Educational Assessment and Statistical Reasoning
ENG 330	Sources and Methods of Writing
ENG 331	Sources and Methods of Reading
ENG 400	Novel Ecologies: History, Literature, and Environmental Crisis
ENG 424	Adventurous Men and Wild Women: Genre, Gender and Geography in Fin-de-Siecle Literature
ENG 427	Health, Justice and Literature
ENG 437	Literature, Philosophy and Economics: In Search of Economic Justice
ENG 439	Literacy And Technology: How Technology Shapes Cultural Literacy
ENG 441	Trauma in Literature
ENG 446	The Body in Early English Literature
ENG 483	The Rhetoric of Emotion
ENG 489	American Prisons: Punish or Reform
EVS 470	Making Maps that Matter: Introduction to Geographic Information Systems
EXS 407	Basic Statistics and Research Design
EXS 450	Nutrition Health&Sports Perfor
EXS 489	Laboratory Methods and Procedures
EXS 534	Neuromechanics of Human Movement
EXS 535	Applied Immunology
FPA 358	Business of the Arts
FRN 530	Introduction to Literary Analysis
GER 411	Introduction To German Literature
HIS 310	History Workshop
HIS 316	Introduction to Digital Humanities
JRM 440	Media Research
MKT 343	Marketing Research
MTH 471	Mathematical Analysis
MTH 481	Modern Algebra I
MUS 415	Conducting
NUR 200	Statistical Reasoning
NUR 346	Evidence-Based Practice I
NUR 348	Care Management Concepts II
NUR 477	Evidence-Based Practice II
PHL 321	Epistemology
PHL 331	Moral Philosophy
PHL 332	World Philosophy
PHL 340	Philosophy of Language
PHL 342	Metaphysics
PHL 351	Introduction To Chinese Philosophy
PHL 358	Social And Political Philosophy
PHL 367	American Philosophy
PHL 370	History Of Ancient Western Philosophy
PHL 371	History of Hellenistic Philosophy
PHL 372	History of Medieval Philosophy
PHL 373	History of Modern Philosophy
PHL 374	History of 19th-Century Philosophy
PHY 397	Research Methods
PHY 471	Classical Mechanics
PLS 310	Political Science Research Methods 2
PLS 313	Politics of the Middle East
PLS 331	Public and Non-Profit Administration
PLS 463	Game Theory And Social Choice
PLS 530	Advanced Statistics for Political Science
PSY 314	Research Methods and Statistics I - Laboratory
PSY 315	Research Methods And Statistics II
SOC 312	Research Design for the Social Sciences
SOC 313	Power and Society: Political Sociology in Action
SOC 314	Statistics for the Social Sciences
SOC 318	Gender in American Society
SOC 470	Making Maps that Matter: Introduction to Geographic Information Systems
SPN 405	Spanish Phonetics
SPN 425	Introduction to Literary Analysis
THL 350	Archaeology of Israel and Jordan
THL 380	Method and Theory in Theology
THL 419	Bible, Spirituality, & American Public Life
THL 501	The Pentateuch
THL 503	The Prophetic Literature Of The Old Testament
THL 504	The Wisdom Literature Of The Old Testament
THL 505	History of Biblical Interpretation
THL 523	Israelite Religions

THL 531	Studies in Early Christianity
THL 538	Seminar in Christian Anthropology
THL 553	Reformation Theology
THL 565	Catholic Social Teaching
THL 567	Gender, Race and Morality
THL 573	Religion and Politics
THL 589	The Rwanda Genocide as a Challenge for the Church
THL 594	Special Topics: Sources and Applications 1
THL 596	Special Topics: Sources and Applications 2
Research Communication or Ethics	
AMS 491	Senior Seminar
ANT 499	Senior Capstone: Applying the Social Sciences
ARH 499	Senior Thesis
ART 499	Senior Thesis II
BUS 356	Business Ethics
CHM 493	Directed Independent Readings
CHM 499	Chemistry Seminar
COM 497	Senior Research in Communication Studies
CRJ 499	Senior Capstone: Applying the Social Sciences
CSC 599	Senior Capstone
ECO 508	History of Political Economy
ECO 518	Comparative Economic Systems
EDU 584	Advanced Instructional Practices
EVS 354	Environmental Ethics
EVS 459	Environmental Communication
EVS 491	Senior Seminar
EXS 391	Career Preparation and Professionalism
FRN 411	Advanced Spoken French
FRN 412	Advanced Written French
GDE 426	Data Visualization
GER 321	German For Business And Economics
HAP 404	Bioethics and Society
HAP 410	Seminar In Health Administration
HAP 485	Internship In Health Administration And Policy
HAP 493	Directed Independent Readings
HIS 402	Intersections: History of Disability
HIS 595	Special Problems in History
JRM 319	Media Writing
JRM 320	Professional Writing
JRM 435	History of American Mass Media
MTH 400	Current Issues in Mathematics
MUS 498	Senior Recital
NES 464	Neurobiology of Disease
NES 592	Neuroscience Senior Seminar
PHL 425	Sciences, Ethics & Society
PHL 457	Biomedical Ethics: Philosophical and Theological Approaches
PHL 492	Senior Seminar
PHY 491	Physics Seminar
PHY 499	Research Capstone
PLS 483	Public Affairs Internship
PLS 591	Senior Research Seminar In Political Science
PLS 592	Advanced Research Practicum
PSY 491	Honors Seminar
SOC 499	Senior Capstone: Applying the Social Sciences
SPN 401	Advanced Spanish Composition
SPN 502	Advanced Spanish Translation
THL 492	Senior Seminar
THR 499	Senior Thesis
Course-Based Undergraduate Research Experiences (CUREs)	
ART 401	Arts and Civic Engagement: Empty Bowls
ART 402	Art and Activism
BIO 439	Parasitology
BIO 453	Microbiology Laboratory
BIO 517	Current Topics in Genetics
CHM 382	Biochemistry Laboratory
CSC 444	Human Computer Interaction
CSC 445	Social Networks Analytics
CSC 550	Introduction To Artificial Intelligence
CSC 590	Special Topics
CUR 111	Introduction to Undergraduate Research
ENG 228	The City in Literature
ENG 455	Global Bollywood
EVS 483	History of Environmental Inequalities
EVS 488	Global Environmental History
FRN 550	La litterature francophone africaine
FRN 551	Women Writers In French And Francophone Literature
FRN 566	History of the Romance Languages
GDE 380	Graphic Design
GER 568	The Multiplicity of German Culture: Cultural Differences and Marginality
HIS 374	The Politics of Heredity: Eugenics in America
HIS 431	Mathematical History, Philosophy And Ethics
HIS 488	Global Environmental History
HIS 490	Advanced Research Methods
JRM 438	Media Ethics and Law
MTH 447	Mathematics in Medicine and the Life Sciences I
PHL 493	Directed Independent Research
PHL 597	Advanced Independent Research
PHY 353	Introduction to Biological Physics
PSY 316	Research Methods And Statistics II Laboratory
SPN 431	Medical Spanish II
SPN 554	Twentieth-Century Latin-American Poetry
SPN 555	Twentieth-Century Latin American Theatre
SPN 566	History of the Romance Languages
SPN 599	Senior Seminar
THR 441	Play Direction And Script Analysis II
THR 467	Theatre for Social Justice
Research Dessemination:	
CUR 400	Capstone in Undergraduate Research 1
Total Credits	**10**

The purpose of the Capstone course is to create or finalize the portfolio of research dissemination activities that have been completed by the student since arriving at Creighton. Students must enroll in CUR 400 during the semester they anticipate finalizing the following required research activities:

1. One research presentation, exhibit, or performance at an event that includes non-Creighton attendees (local, regional, national). A Creighton-hosted event satisfies this requirement if it is a local, regional, or national event with non-Creighton attendees invited.
2. Attendance at 3 on-campus research, exhibition, or performance events (presentation at 2 on-campus events can substitute for the 3 attendance events). Off-campus presentations can substitute for up to 2 on-campus presentations.
3. One research proposal (internal or external), or 1 submitted publication (internal via *Quest* (or equivalent internal publication outlets) or external outlets).
    a. Proposals
        i. Research proposals can be written as part of a course, an internal funding application (e.g. Summer Undergraduate Research and Creative Projects Fellowship), or external funding mechanisms.
        ii. All proposals should include clear rationale, goals, and proposed methodology. Proposals should be at least 1000 words in length (approximately 4 pages double-spaced), unless otherwise stipulated by the funding agency.
        iii. All proposals must have gone through a peer or expert-review process (internal or external) to satisfy this requirement.
        iv. Proposals do not need to be funded to satisfy this requirement (i.e. rejected proposals are acceptable)
    b. Publications
        i. Work submitted to external outlets does not have to be published to satisfy the requirement (i.e. works under review or rejected still count).
        ii. Published abstracts alone do not satisfy this requirement

Financial Aid Policies and Procedures

Eligibility Criteria

To be eligible for Federal and University financial aid programs at Creighton University, you must be

1. a citizen, a national or permanent resident of the United States,
2. in good academic standing,
3. in financial need as determined by the U.S. Department of Education, and
4. a high-school graduate or equivalent pursuing a degree on at least a half-time basis (six hours).

Students from a foreign country may qualify for consideration of a limited number of Creighton funded scholarships.

NOTE: With the exception of the Pell Grant, Federal Direct Student Loans, and Parent Loan to Undergraduate Students (PLUS), eligibility for Federal and University aid will not normally extend beyond the prescribed course length, normally four to five years (eight to ten semesters) depending on the curriculum. First award priority will be to students enrolled on a full-time basis (at least 12 hours per term).

Students who have a previous baccalaureate degree and are pursuing a second baccalaureate degree are only eligible to apply for loan or employment assistance. Normally, University and Federal grants and scholarships are not extended to students seeking a second baccalaureate degree.

Application Procedures

Freshmen, Transfer and Returning Students

1. Complete the "Application for Undergraduate Admission." Forward all parts of the application to the Admissions Office. Creighton cannot make a financial aid commitment until you have been granted acceptance by the University.
2. Complete a Free Application for Federal Student Aid (FAFSA) found here (https://studentaid.gov/h/apply-for-aid/fafsa/). The FAFSA will be available on October 1 each year. All processed FAFSA's should be on file at Creighton by January 15 for priority consideration. Applications received after January 15 will be considered as funding allows. Creighton's school code for the FAFSA is 002542.
3. If requested, submit the Creighton Verification Form and provide an IRS tax transcript or tax return for the required tax year to the Office of Financial Aid by April 1. A statement of non-filing can be accepted by the Financial Aid Office from students who do not file a tax return.

Award Notification Procedures

You need to access your N.E.S.T. account at least weekly to see: what forms are needed and/or have been received, if there are special documents needed, to see if your aid application file is complete, and accept your aid award.

Many Creighton forms are available for download from our Office's general website found at the Financial Aid website (listed above) under "Commonly Used Forms."

New undergraduate students will receive a preliminary award notification prior to our Office receiving tax documents and the CU Verification Form. This is an email that will include an electronic version of your award information. It will also be viewable in your student portal and in your N.E.S.T. account. Instructions on how to accept your award will be provided in the award packet.

Once the requested documents have been received, your FAFSA data will again be reviewed for accuracy. If a modification to your original award is needed, you will be notified by an e-mail sent to your preferred e-mail address. Revisions can be viewed in your student portal or your N.E.S.T. account. Be sure to check both your e-mail and N.E.S.T. frequently for updates.

Returning undergraduate students are notified of their award by an e-mail to your Creighton e-mail address. Awards are ready only once all requested documents have been received and reviewed. Awards will only be displayed in N.E.S.T. and no paper award notification is sent. Be sure to check your N.E.S.T. account often to see the status of your aid application.

Disbursement and Use of Awards

All financial aid advanced by Creighton University must be used to pay tuition, fees, and University room and board charges before any other direct or indirect educational costs. With the exception of Federal Work-Study, all financial aid awards will be deducted from University tuition, fees, room and board charges in the fall and spring semesters. One-half of the aid award will be deducted in the fall, and the remaining half in the spring. Changes in enrollment status from full-time (12 hours or more) to less than full-time may impact the type and amount of aid disbursed in

a semester. Federal Work-Study will not be deducted since the student must earn his/her award. Students on Federal Work-Study will receive bimonthly paychecks and may use them to meet their personal or institutional expenses.

Summer School Financial Aid

Financial aid during any summer term is normally limited to Federal Pell Grant or Direct Loan eligibility. University scholarships and other aid programs are not available. The Financial Aid Office has an institutional Summer Aid application which must be completed on the Financial Aid website (http://www.creighton.edu/financialaid/) under Types of Aid every spring. Funding received during summer terms may affect aid funding for ensuing fall/spring terms.

Satisfactory Academic Progress

For all students in an undergraduate program, Creighton University administers a time frame for checking satisfactory progress of not more than one academic year which includes Summer, Fall, and Spring terms regardless of the semester in which the student entered.

Creighton University's minimum academic progress requirements are as follows:

At the end of each spring semester, students must have a cumulative pass rate of at least 75 percent for all hours completed versus attempted and have a cumulative grade point average at least equal to the grade level requirement. The minimum GPA requirement is 1.75 for freshmen status and 2.0 for all other grade classifications. Failure to meet these standards will cause immediate termination from all Federal aid programs and University need-based aid programs.

Satisfactory progress will be monitored on a cumulative basis each year at the end of the Spring Semester. Grades of "F", "NP", "UN", incompletes and withdrawals will not count as credits earned, but will count as credits attempted.

Baccalaureate Degree seeking students in Arts and Sciences, Business, Nursing or College of Professional and Continuing Education may receive financial aid for a total of 170 credit hours attempted or until the degree is acquired, whichever comes first. Students in College of Professional Studies seeking an Associate Degree may receive financial aid for a total of 85 credit hours attempted or until the Associate Degree is obtained, whichever comes first. Eligible students in College of Professional and Continuing Education seeking a certificate may receive financial aid for a total of 50 credit hours attempted or the course work required to complete the academic program, whichever comes first.

Transfer Students

All accepted transfer hours will be counted as part of the satisfactory academic progress requirements. Students must maintain the required GPA and the 75 percent completion rate of hours attempted versus hours completed.

Termination

Financial aid termination will occur if the student fails to meet either the required GPA or 75 percent of the cumulative hours attempted. No federal or other need-based aid will be awarded to a student in termination status.

Reinstatement of aid eligibility will occur when the student meets the minimum GPA and 75 percent of the cumulative hours attempted. It is the student's responsibility to notify the Financial Aid Office of possible reinstatement of eligibility.

Appeal

If extenuating circumstances have affected a student's progress, a written appeal must be received by the Financial Aid Office within 30 days of the date of the termination notification.

The following circumstances may qualify for a legitimate appeal:

1. Student illness requiring physician's care.
2. Major illness or death in the student's immediate family (spouse, mother, father, sister, brother, child, grandparent).

The appeal may be submitted by the student and along with appropriate documentation. Appeals will be reviewed and a written response sent to the student within 10 days of the decision. Creighton University reserves the right, at any time, to review any individual case should the situation warrant.

Scholarships

Normally, to receive and retain a scholarship, you must be enrolled in a program of study leading to a degree in the College of Arts and Sciences, Heider College of Business, or College of Nursing. In addition to the qualifying material listed for each scholarship, you must be accepted and enrolled full-time at Creighton to retain scholarship(s) for a maximum of four academic years or eight consecutive fall/spring semesters (exclusive of summer terms) or attaining the requirements to apply for graduation, whichever comes first. As new scholarships, not listed in the catalog, become available, selections are made in conjunction with the wishes of the donor. Most scholarships are renewable for additional years and continued eligibility is based on maintaining the specified cumulative grade point average for each scholarship and showing normal progression toward a degree. Students on disciplinary probation or suspension at Creighton University, as defined in the Student Discipline Policies and Procedures in the Creighton University Student Handbook, are not eligible for Creighton Scholarship funds. Unless otherwise specified, all University controlled scholarships, individually or in combination, may not exceed the value of tuition, and may only be applied toward tuition charges.

If you have submitted all required credentials necessary for admission by December 1 of your senior year, you will automatically be given priority consideration for all competitive academic and service/leadership scholarships. Individuals who complete their admission requirements after December 1 are eligible for academic and service/leadership scholarships based on the availability of funds. Most merit scholarships are awarded at the time of admission to the University and honored for eight semesters for incoming freshman. Most scholarships do not require a separate application, your admission credentials serve this purpose. The Admission Office will contact you if additional forms or information is needed.

The four year/eight semester limitation begins upon your matriculation at Creighton and is accumulated consecutively. If you leave Creighton any time during this period, you automatically forfeit all future scholarship eligibility previously granted, unless you receive an approved Temporary Withdrawal from your school. It is your responsibility to notify the Financial Aid Office of this action prior to your temporary separation from the University. **Semesters absent under a Temporary Withdrawal do not count against the eight semester limitation.**

Scholarships awarded to entering undergraduates can be continued if you are admitted to one of Creighton's post-baccalaureate programs before the end of the eight semester limit. If you enter a program of study leading to a D.D.S., D.P.T., O.T.D., J.D., M.D., M.A., M.B.A., M.S., M.Ed., M.S.A.P.M., Pharm.D., D.N.P., Ed.D., or Ph.D. degree, your scholarship is continued until eight consecutive semesters have expired. Scholarship values based on a percentage of tuition will be calculated on the prevailing undergraduate tuition rate in effect during the time you are in a post-baccalaureate program of study.

Non-Need Based Scholarships

Even though documented financial need is not a consideration for the following (no-need) scholarships, applicants are encouraged to file a FAFSA (https://studentaid.gov/h/apply-for-aid/fafsa/). If not successful in receiving one of the scholarships below, you will be considered for other types of financial aid. Your FAFSA results must be on file by April 1st.

For a complete listing and description of all University Scholarships, please refer to the online listing on the Financial Aid webpage (https://www.creighton.edu/admission-aid/tuition-financial-aid/).

Creighton Academic Scholarships

Presidential Scholarship

Scholarship for Economic and Educationally Disadvantaged Students

Camilo Alba Athletic Scholarship

Dr. Victor and Mary Albertazzi Scholarship

Alumni Association Scholarship

The Arthur Andersen and Company Endowed Scholarship

Lt. Col. Michael P. Anderson Memorial Scholarship

Sebastian Basilico Scholarship

Mary Ann Beller Scholarship Fund

Berger Endowed Scholarship

Dr. Lee C. Bevilacqua Scholarship

Margaret Stanosheck Bongers Memorial Scholarship

David Black Diversity Scholarship

The Rowley "Pat" Irwin Blakeney Scholarships

Shane C. Broderick Memorial Scholarship

Mildred D. Brown Scholarship

Michael A. Byrne Scholarship

Christian Ethics Scholarship

Glenda Gill Chang Nursing Scholarship

Sheila Ciciulla Nursing Scholarship

Don and Joan Cimpl Athletic Scholarship

The College of Business Scholarship

College of Business Ethics and Social Responsibility Scholarship

Luke and Shirley Coniglio Scholarship

Everett and Eileen Connelly Scholarship

The James D. Conway Scholarships

Edward C. Creighton Business Scholarship

Creighton Global Initiative Scholarship

Francis Dalhoff Memorial Scholarship

Frederick J. de la Vega Scholarship

Robert M. Dippel Scholarship

Dowd Family Scholarship

Paul W. Douglas Scholarship

Stephen F. Dwyer Basketball Scholarship

Stephen F. Dwyer Service and Leadership Athletic Scholarship

EY Accounting Scholarship

Trish and John Fahey Scholarship

Richard and Loretta Fangman Memorial Scholarship

Dr. Stephen & Cristine Fessenden Scholarship

First National Bank Athletic Scholarship

James and Mary Foley Scholarship

H. M. and Ruby V. Frost Scholarship

Gaskill Nursing Scholarship

Robert "Bob" Gibson Scholarship

Go Jays Athletic Scholarship

Dr. Andreas Gommermann Scholarship

Jean H. Jerman Gondringer Scholarship

Good Family Scholarship

William M. Gordan Scholarship

Ernest P. and Jackie Goss Scholarship

John L. Gross Memorial Scholarship

Haddix Foundation Scholarship

Sally Ann Haddix Memorial Scholarship

Mary Halbur Hawver Scholarship

Rev. Robert P. Hart, S.J. Memorial Scholarship

Happy Hollow Country Club Scholarship

Hawkins Sisters Athletic Scholarship

Mark and Deborah Henkels Scholarship

Harve B. Heaston Memorial Scholarship

Charles and Mary Heider Athletic Scholarship

Christina M. Hixson Scholarship

James and Helen Hughes Herbert Scholarship

Harry, Jr. and Janie Hoch Family Basketball Scholarship

Harry, Jr. and Janie Hoch Family Baseball Scholarship

Rev. James E. Hoff, S.J. Magis Scholarship

Gunnar Horn Scholarship

Frank J. Iwersen, MD Student Athlete Scholarship

International Student Scholarship

Robert and Marlene Family Jansen Scholarship

Adele M. Johnson Scholarship

Jacqueline Enewold Johnson Scholarship

Robert and Lisa Rater-Johnson Endowed Scholarship

Jason Judge Memorial Baseball Scholarship

Charles and Genevieve Juergens Scholarship

Gene and Sandy Kantack Scholarship

Thomas P. Keating Phi Delta Theta Scholarship

Dt. Melissa C. Kean Scholarship

Grace Keenan Scholarship

Kicks for a Cure, Inc. Scholarship

Thomas M. Kiefer Family Scholarship

Edeth K. Kitchens Scholarship

T. Leslie Kizer Scholarships

KPMG-LLP Foundation Endowed Accounting Scholarship

Kroeger Family Scholarship

Tim and Kari Kudron Athletic Scholarship

John W. and Ann C. Langley Scholarship

Fr. Lannon Scholarship for Athletics

Lanphier Endowed Scholarship

Leaders for Life Scholarship

Pete and Laura Leddy Scholarship

Clare Boothe Luce Scholarship

Paul Luex Scholarship

John L. and Carol V. Maginn Scholarship

Walter J. and Ruth C. Maginn Scholarship

Paul E. McCarville Scholarship

Nicki McKenna Memorial Scholarship

John J. "Red" McManus Scholarship

Midwest Insulation Contractors Association/William R. Heaston Memorial Scholarship

Donald E. Montgomery Scholarship

Gordon and Gertrude Morrison Scholarship

Mortensen 20,000 Physics Scholarship

Joseph F. Murphy, Jr. and Helen Clare Murphy Family Scholarship

Joseph and M. Katherine Murphy Scholarship

Nebraska Society of CPA's

Laurence R. O'Donnell Scholarship

Offenburger-Higgins-McClure Scholarship

Omaha Federation of Advertising Scholarship

Osher Re-Entry Scholarship

Raymond Owens Scholarship

Parker Family Foundation Athletic Scholarship

Patterson Family Athletic Scholarship

Val J. Peter Scholarship

Dean Michael Proterra, S.J. Scholarship

Leonard and Madeline Powers Nursing Scholarship

David Pylipow Scholarship

Patrick C. Quinlan Memorial Scholarship

Thomas C. Quinlan Scholarship

Bruce and Jill Rasmussen Family Scholarship

Gerald Redler Scholarship

Adam Reeb Memorial Choral Scholarship

Lyle O. and Evelyn Remde Scholarship

Eileen Ryan Scholarship

Scheerer Scholarship

Leon Schmidman Memorial Scholarship

Schmitt Family Spirit of Service and Social Justice Scholarship

Gene and Kathy Schwarting Scholarship

Stephanie and David Scott Nursing Scholarship

Walter and Susan Scott Scholarship

College of Nursing Scholarship

College of Nursing Alumni Advisory Board Scholarship

Dr. John F. Sheehan Scholarship

John A. Scigliano Scholarship

V.J. and Angela M. Skutt - Mutual of Omaha Scholarship

DJ Sokol Athletics Endowed Scholarship

Creighton Memorial St. Joseph Hospital Nursing Alumni Scholarship

M. David and Arlene V. Steier Scholarship

Gilbert C. Swanson Foundation Scholarship

Dr. Charles and Mary Ann Taylon Scholarship

H. Margaret Thorough Scholarship

Pamela L. Turner Memorial Scholarship

Union Pacific College of Business Scholarship

Dorothy E. Vossen Scholarship

Valentino Family Memorial Scholarship

Emily C. Wagner Education Scholarship

Anna Tyler Waite Scholarship

Floyd E. and Berneice C. Walsh Scholarship

Rev. William Weidner Scholarship

Paul F. and Blanche A. Wenninghoff Scholarship

Dr. Joseph B. Wiederholt Scholarship

Dr. Eileen Wirth Scholarship

Drs. Frank M. and Mary Wolpert DeFilippes Scholarship

Joan Yambing Memorial Scholarship

A. A. and E. Yossem Scholarships

Charles Zuegner Memorial Scholarship

Need-Based Scholarships

The following scholarships are available to students with financial need and demonstrated academic achievement. A completed FAFSA (https://studentaid.gov/h/apply-for-aid/fafsa/) must be on file by April 1 for priority consideration.

For a complete listing and description of all University Scholarships, please refer to our online listing on the Financial Aid website (https://www.creighton.edu/admission-aid/tuition-financial-aid/).

Ahmanson Foundation Scholarships

Alexander Open Systems Scholarship

Alpha Sigma Nu Scholarship

Jeffrey R. Alseth Memorial Scholarship

AMDG RAD Scholarship

Harold and Marian Andersen Family Fund Scholarship

Robert & Jane Archibald Scholarship

Maure P. and Clifford J. Bauer Scholarship

Anna M. and Bernard G. Anderson Scholarship

Regina Burnett Andolsek Scholarship

Ben Augustyn Scholarship

Fr. Andrew M. and Edward D. Augustyn Scholarship

Leo Augustyn Scholarship

Alan Baer Tennis Scholarship

Baird Holmes Undergraduate Legal Scholarship

Mr. and Mrs. Jack B. Balousek Scholarship

Clair D. Barr Memorial Scholarship

Barry Family Scholarship

Sally Jo Bayne Scholarship

Beckman Nursing Endowed Scholarship

Dr. Richard G. and Marilyn J. Belatti Endowed Scholarship

William E. Belfiore Memorial Scholarship Fund

Thomas J. and Mary Ann Belford Scholarship

Frank Earl Bellinger M.D. Scholarship

Leon and Reba Benschoter Scholarship

Agnes Haller Bertoldi Scholarship

Bishop Family Endowed Scholarship

Charles and Mary Patricia Blevens McFadden Endowed Scholarship Fund

Elmer L. and Margaret M. Bradley Scholarship

John P. and Charlotte M. Brand Scholarship

Quentin and Ruth Breunig Scholarship

Dr. Patrick E. Brookhouser Scholarship

Mary J. Burke Scholarship

Ray and Mary Burkey Scholarship

George and Mary Ellen Burns Scholarship

Maureen T. and Anthony F. Cafaro, Sr. Scholarship

Fr. Neil Cahill, S.J. Scholarship

John and Ann Callahan Scholarship

Carroll County Scholarship

Chicago Minority Student Scholarship

Olive Odorisio Circo Spirit Scholarship

W. Dale and Katherine Clark Scholarship

Robert Clelland Scholarship

Joseph Coan Scholarship

College of Arts and Sciences Scholarship

College of Arts and Sciences Class of 1966

College of Arts and Sciences Class of 1967

Dr. James R. and Bridget Condon Memorial Scholarship

Matthew B. and Marion A. Conway Scholarship

James and Barbara Corboy Scholarship

Coussens/Miller Scholarship

James M. Cox Scholarship

Michelle and Richard Creger Scholarship

Creighton Lady Jays Scholarship

Matthew E. Creighton, M.D. Scholarship

Creighton University Medical Center Service League Scholarship

Dr. James and Karen Cunningham Scholarship

Donald and Dolores Curry Scholarship

Norma Link Curley Scholarship

M. and J. Curran Scholarship

John F. Daly and Anne Hanighen Scholarship

Thomas H. and Delphine K. Denesen Scholarship

Charles H. and Mary Lou Diers Scholarship

Mary Dora Scholarship

Rev. William J. Doran, S.J. Scholarship

John J. Dougherty Scholarship

Diane Duren Scholarship

Leo and Rita Durrett Scholarship

Don and Marilyn Duwelius Scholarship

Judy and Don Dworak Scholarship

EducationQuest Foundation Scholarship

Joseph and Margaret Elias Scholarship

Elizabeth Fund for Nurses

Dr. Joyce M. Eckblad Scholarship

William Ellis Memorial Scholarship

Donald J and Marcia Fagan-Bisenius Scholarship

Grace and Robert Fay Scholarship

Felker/Heppermann Scholarship

Fenton Family Scholarship

First Generation Opportunity Scholarship

Edward W. and Nancy E. Fitzgerald Scholarship

William A. Fitzgerald Memorial Endowed Scholarship

Joseph and Catherine Freimuth/DeLoitte Foundation Scholarship

Fogarty Family Scholarship

Fornaris Scholarship

Dr. Edward and Joan Forbes Scholarship

Dr. Herbert J. Funk Scholarship

Lee and Ann Galles Scholarship

Tom and Judy Garner Scholarship

Garrigan and Hunt Family Scholarship

Kitty Gaughan Scholarship

Emalea and Zeta Gaul Scholarship

Dr. James and Lois Gerrits Family Scholarship

Chris Gifford, M.D., Family Scholarship

J. Terrence Gleason Scholarship

Donald & Marilyn Gokie and Dean & Darlene Kratochvil Athletic Scholarship

Goodman Family Scholarship

Ernest and Jackie Goss Scholarship

Amelia Bunbury Graff Scholarship

Robert L. Gradoville Memorial Scholarship

Greisch Family Scholarship

Grit Scholarship

Edmund and Marilyn Gruntorad Scholarship

Haddix STEM Scholarship

Adolph Hallas Scholarship

Anna M. and Donald H. Hannasch Scholarship

Scott Harman Scholarship

Harnett/Roe Energy Technology Scholarship

Josie Harper Nursing Scholarship

D. Paul and Marjorie S. Hartnett Scholarship

Leonard and Adele Hassenstab Scholarship

Frank L. Hayes Scholarship

William Randolph Hearst Foundation Scholarship

William R. Heaston, Class of 1977 Scholarship

Heafey Family Memorial Scholarship

Dr. Irvin L. Heckmann Memorial Scholarship

Jane A. and Susan S. Hedequist Scholarship

Charles F. and Mary C. Heider Scholarship

The Richard J. and Marguerite Heider Endowed Scholarship

Dr. Todd P. Hendrickson Student Athlete Annual Scholarship

Richard L. and Peggy Herman Scholarship

Dr. Edward A. Hier Scholarship

Hollander Business Scholarship

Roger Holzman Scholarship

David M. Hoover Memorial Scholarship

Dr. Ross C. Horning Endowed Scholarship

Iowa Business Scholarship

Joseph Harrison Jackson Scholarship

Marion G. Jeffrey Memorial Scholarship

Betty Lou H. Jelinek Scholarship

Jenkins Family Endowed Nursing Scholarship

Martin C. and Helen M. Jessup Scholarship

George and Margaret Johnson Scholarship

Lavern and Thelma Johnson Scholarship

Edith and Carl Jonas Scholarship

Glenn T. Jordan Scholarship

John J. and Eloise H. Kane Scholarship

John and Mary Kasper Scholarship

Bob Kathol Family Scholarship

Keitges Scholarship

Leo Kelley Memorial Scholarship

Rev. William F. Kelley, S.J. Scholarship

William F. Kelley, S.J. Scholarship for Tennis and Golf

Christopher and Patricia Kelly Scholarship

Monsignor Edward R. Kelly and Joseph P. Kelly Family Scholarship

Helen W. Kenefick Scholarship

Kessenich Scholarship

Gertrude Beckers King Scholarship

James and Jean Kisgen Scholarship

Kizer Family Scholarship

Chris M. and Joan Kuehl Memorial Scholarship

Thomas and Letha Kunkel Scholarship

William R. and JoAnn McCroy Kunkel Scholarship

Barbara Lamberto Scholarship

Timothy R. Lannon, S.J. Leadership Scholarship

Margaret and Stephen Lanspa Scholarship

Metta Laughlin Scholarship

Les and Phyllis Lawless Scholarship

Dr. Linda Armstrong Lazure, PhD. Scholarship

Len Leavitt Memorial Scholarship

Albert and Winifred Leightley Scholarship

Michael E. and Mary Neppl Leighton Scholarship

Grace Riley Leinart Scholarship

Lenke Family Scholarship

Rev. Henry w. Linn, S.J. Scholarship

Lorge Arts Scholarship

Rev. John J. Lynch, S.J. Scholarship

Lynch-Heaston Scholarship

Ralph and Margaret Mailliard Memorial Scholarship

Yano and Cindy Mangiameli Scholarship

Maria T. Manhart Scholarship

Daniel and Michelle Martin Scholarship

Patricia A. Martin Memorial Scholarship

Math and Science Endowed Scholarship

William and Alice Matthews Scholarship

Betty Marchese Scholarship

Matte Family Scholarship

Shirley Maun-Tuck Nursing Scholarship

Diane McCabe Scholarship

J. Barry and Rita McCallan Scholarship

Margaret L. McCarthy-Spielman Scholarship

Thomas P. and Mary Kay McCarthy Scholarship

Judy Sieben McGill Scholarship

McGroder Family Scholarship

Rev. William McKenny, S.J. Scholarship

David and Kathleen McKernan Scholarship

Roma Nagengast McGahan Scholarship

Fr. Richard D. McGloin, S.J., Scholarship

Peter J. McGinn Memorial Scholarship

McGuire-Holden Family Scholarship

John and Kathleen McKay Scholarship

Robert J. McQuillan, M.D. Memorial Scholarship

Ruth and Bernard Mehmert Scholarship

Everett and Helen Meister Scholarship

Memorial Scholarship

Olga Dyba Mericle Scholarship

Joseph Sr. and Sundina Miniace Scholarship

Rita A. Molseed and G. Melvin Hickey Scholarship

Daniel and Mary Ellen Monen Scholarship

Donald E. Montgomery Scholarship

Eileen B. Moore Scholarship

Rev. Michael G. Morrison, S.J. Scholarship

G. Robert Muchemore Foundation Grant

Sr. Mueller Refugee Scholarship

Edward D. Murphy Scholarship

John A. Murphy Scholarship

Marjory Mahoney Murphy Scholarship

Robert and Norma Murphy Scholarship

Ruth and Bernard Mehmert Scholarship

Dr. James A. and Jeanne M. Murphy Scholarship

Dr. Delwyn J. Nagengast Scholarship

Thomas and Janet Nichting Scholarship

OPPD J. M. Harding Scholarship

Mary Jane Oakley Scholarship

O'Brien Family Scholarship

Dr. James and Sara O'Brien Family Scholarship

Jim and Barb O'Brien Athletic Scholarship

Orr Accountancy Scholarship

Orscheln Industries Scholarship

Dr. Ray Palmer Baseball Scholarship

Pepsi Cola Scholarship

Gerald Petersen Family Scholarship

Peter J. Phelan Memorial Scholarship

Provost's Scholarship

Thomas J. Purcell Delotte Foundation Scholarship

Dr. William and Kara Blakey Putman Scholarship

John A. Quinlan Memorial Scholarship

Rev. James Quinn Scholarship

Jerry Rasmussen Scholarship

Mark and Karen Rauenhorst Scholarship

Robert and Betsy Reed Scholarship

Frank & Sheryl Remar Arts and Sciences Scholarship

Frank & Sheryl Remar Heider College of Business Scholarship

Leo and Ruth Remmes Scholarship

Henri J. Renard Scholarship

Seth Rich Memorial Scholarship

B. J. Roberts Scholarship

Matthew Roth Memorial Scholarship

Rowley Family Scholarship

Dr. Howard E. Rudersdorf

Florence Samson Memorial Scholarship

Kent P. and Donna C. Saylor Scholarship

John P. Schlegel Scholarship

Schoeneck Family Scholarship

Scholarship for Women in Business

Margaret R. and William H. Schutze, MD Scholarship

Hymie & Bea Schwartz Scholarship

Stephanie and David Scott Scholarship

Shalhoob Alumni Family Scholarship

Kelly Anne Sheffield Scholarship

Barbara and Don Shellenberg Scholarship

Jesse J. Shelton Scholarship

V.J. and Angela Skutt Scholarship

Dr. Patrick and Christine Smith Scholarship

Smola-McCormick Scholarship

Sodexo Scholarship

Louis Soukup, III Scholarship

Donald W. Spielman Scholarship

Stafford Family Scholarship

Eugene F. Stanton Memorial Scholarship

Joseph F. and A. Anna Statz Family Scholarship

Roberta Steinbacher Scholarship

William Stockdale Minority Scholarship

Fred and Patty Suarez Scholarship

Stephen R. Summers Memorial Scholarship

Lois R. Suzuki Memorial Scholarship

Gilbert C. Swanson Foundation Scholarship

Mary and William Swift Scholarship

Mary Elizabeth Thibodeau Zingaro Scholarship

Selman and Marie Thomas Scholarship

Daniel Timms Scholarship

Dean Catherine Todero Scholarship

Virginia Roehrig Tomczak Scholarship

Dennis L. Toohey Memorial Scholarship

Turner/Taylor Scholarship

Richard J. Udouj Scholarship

Richard and Helen Upah Scholarships

The VT Industries, Inc. Scholarship

Emily C. Wagner Scholarship

Thomas M. Wahl Memorial Scholarship

Dr. Jason and Lindsay Walker Scholarship

Walter Family Foundation Scholarship

Roger F. and Mary A. Warin Scholarship

Watts Family Scholarship

Robert and Frances Wear Scholarship

Joan Joern Weaver Scholarship

Dennis & Patrica Greco Wiederholt Scholarship

Gerald J. Wieneke, M.D. Scholarship

Stephen Winjum Memorial Scholarship

Mary Winterscheidt Scholarship

Wiesner Family Scholarship

Rev. Roswell Williams, S.J. Scholarship

Christine Wiseman, J.D. Scholarship

Jimmy Wilson, Jr. Memorial Scholarship

Scott and Kirstin Wirges Scholarship

Wolfe & Jerram Family Scholarship

Andrew and Elsie Wondra Scholarship

John E. Worth Scholarship

Year of Mercy Scholarship

Patrick and Peggy Zenner Scholarship

Elno and Mathilda Zikmund Scholarship

Zoellner Family Endowed Scholarship

Outside, Private Scholarships

A scholarship(s) you have secured from an outside source must be reported to the Financial Aid Office and may comprise all or a portion of your aid award. Receipt of an outside award may result in a revision of the financial award offered by Creighton. Normally, any revision occurs first in loan or employment programs.

Receipt of a full-tuition outside scholarship will exclude a student from receiving the monetary value of his/her Creighton University scholarship. However, students will be accorded the recognition of a University award, and should an outside scholarship be forfeited, the University would review its offer subject to the stipulation of the program.

Grants

Creighton University uses the Free Application for Federal Student Aid to determine eligibility for all grants. Each year a new application must be filed to qualify for grants for the following academic year. A grant does not have to be repaid.

Federal Pell Grant

This Federal program provides grants to those students who meet the eligibility criteria established by the U.S. Congress. The exact amount of a Pell Grant will depend on your eligibility, the money appropriated by Congress to fund the program in any given year and your enrollment status.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The FSEOG is awarded to undergraduate students demonstrating exceptional financial need. These grants vary annually depending upon the amount allocated by the government and the student's need. Pell grant recipients receive first priority.

Nebraska Opportunity Grant Program

Funding from the State of Nebraska provides Nebraska residents with support through this program. The Financial Aid Office matches applicants to the criteria set forth by the Nebraska Coordinating Commission for Postsecondary Education and selects eligible recipients. Funding is limited and variable each year.

Creighton University Grants

Creighton awards grants that are based on documented financial need. The amount of the grant will vary depending upon your need. Full-time enrollment status is required.

Tuition Remission Benefit

Tuition remission is available to children of University employees who meet eligibility requirements based on specific program criteria. Receipt of tuition remission will preclude a student from receiving the monetary value of any Creighton University scholarship, and/or institutionally funded grant. Eligible employees must submit a Tuition Remission Application available from Human Resources each year/term. Specific eligibility criteria can be secured from the Human Resources Office.

Athletic Scholarships

Creighton University is a member of the National Collegiate Athletic Association (NCAA) and participates at the Division I level in several men's and women's intercollegiate sports. Athletic grants-in-aid are available and administered in accordance with NCAA rules and coordinated with other University, federal, state and private third-party student financial assistance programs. Specific information on athletic scholarships can be obtained from the Associate Athletics Director, Compliance.

Loans

Recently enacted changes to the Higher Education Act of 1965, as amended, may alter the terms, award amounts, eligibility requirements, deferments, and other aspects of the Federal Loan Programs shown under this section. Information under each federal loan program is subject to change without notice.

A loan is a type of financial aid that is repaid per the terms of the promissory note. Loan applications requiring a separate application must be received by the Financial Aid Office no later than one week prior to the end of the term so the application can be certified prior to the last day of the term.

Federal Perkins Loan

This loan program expired on September 30, 2017 and Congress has not extended the program. As a result, no further Perkins Loans can be offered to students.

Creighton University Undergraduate Institutional Loan Program

This loan is funded by Creighton University and has an interest rate of six percent (. No payment on the loan is due and no interest accrues while the student is enrolled in school at least half-time at Creighton University. Interest begins to accrue and repayment begins nine months after the student is no longer enrolled at least half-time at Creighton University.

Deferment and cancellation provisions for this loan program are listed on the promissory note.

Repayment of the loan is made to the Creighton University Student Financial Services Office or through Heartland ECSI, Creighton's third party loan servicer. During repayment, the student will be billed on a monthly basis and must make a minimum monthly payment of $50; students have a maximum repayment period of 10 years.

Students must complete the online entrance interview and promissory note to receive Creighton Undergraduate Institutional Loan funds. The Business Office will provide information to recipients. Students must also complete an online exit interview prior to leaving Creighton University.

Federal Nursing Loan (FNL)

The Health Manpower Act of 1958 set up a loan fund for students seeking a degree in nursing. These loans are interest free as long as the student is enrolled as at least a half-time student in the College of Nursing. Simple interest at the rate of five percent and repayment of principal begin nine months after the student leaves the University or the College of Nursing; at that time he/she also enters the repayment period which extends for a maximum of 10 years. Repayment is deferred if the student reenters the same or another such school within the nine-month grace period, during periods of active service in the military or Peace Corps, and during periods spent as a full-time student pursuing advanced professional training in Nursing. Interest does not accrue during periods of deferment.

The student must complete an exit interview online prior to leaving Creighton University. Repayment is made to the Creighton University Student Loan Accounts Office or through Heartland ECSI, Creighton's third party loan servicer. During repayment, students will be billed monthly and must make a minimum $15 monthly payment. **Students must complete the online entrance interview and promissory note to receive Federal Nursing Loan funds. The Business Office will provide information to recipients.**

Federal Direct Subsidized Student Loan

Creighton University participates in the Federal Direct Loan Program, which means students are borrowing directly from the federal government. All students must demonstrate financial need to be eligible for the subsidized loan. The amount a student may borrow depends on the student's financial need but may not exceed the annual limits based on grade level. The Federal government pays interest on the loan while the student is in school. **Please refer to our webpage at www.creighton.edu/financialaid (http://www.creighton.edu/financialaid/) for the most recent terms, interest rates, conditions and annual amounts of this loan program.**

Federal Direct Unsubsidized Loan

An unsubsidized loan is available to students not qualifying for a subsidized loan. Basic terms of the loan are identical except the borrower is responsible for interest while in school. The Federal government does not make interest payments. The sum of both subsidized and unsubsidized Stafford loans may not exceed the annual or aggregate dollar limits.

Deferments are available for a variety of situations and are listed on the promissory note. It is the borrower's responsibility to secure, complete and submit deferment requests in a timely manner.

Information on how to apply for a Federal Direct Loan will be included with the award letter sent from Creighton's Financial Aid Office. The Master Promissory Note (MPN) is completed only by first-time borrowers at Creighton. Applications should be submitted by July 1 to ensure that funds are available at fall registration.

Federal Direct Parent Loan (PLUS)

A parent of an dependent undergraduate student may borrow the total cost of education less other aid and has no aggregate maximum. This loan is a credit based loan. Repayment of principal and interest begin 60 days following the date of the second disbursement of loan proceeds or a parent borrower may request the loan payments be deferred while the student is enrolled at least half-time (up to four years).

Your enrollment status during any term or the length of the academic program may limit your eligibility for Federal loans.

Student Employment

Federal Work-Study

Federal Work Study (FWS) is a Title IV need-based, federally funded financial aid program. Students with financial need work part-time to help cover education expenses. If you can demonstrate financial need through the FAFSA, you may qualify for the Federal Work Study program. Earnings under Federal Work-Study **are not credited** to your account. You will receive a paycheck every two weeks based on the number of hours you have worked and your hourly wage. The program encourages community service work and work related to the student's course of study. Federal Work Study students are prohibited from working during scheduled class times and work time does not include time for study.

Students who are offered Federal Work Study will need to accept the award and then submit the required documents as outlined in the documents as outlined in NEST.

Student Employment Service

Handshake (http://www.creighton.edu/careercenter/handshake/) is Creighton University's online career management system that offers many benefits including a search function for On-Campus Student Employment, a mobile friendly interface, and a personalized experience for students and employers to connect for opportunities. Some on-campus jobs are filled by word-of-mouth so students may want to directly contact any departments of interest.

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.

International Education

Creighton University seeks to provide its students an integrating vision of the world. Through the curriculum, engagements with international communities in Omaha and Phoenix as well as abroad, and on-campus interactions with students, scholars, and staff from around the world, Creighton students have the opportunity to gain a global perspective and intercultural communication skills necessary for leadership and service in local and global communities.

Encuentro Dominicano

Academic Director: Margarita Dubocq
Campus Coordinator: Jill Muegge, Global Engagement Office

Encuentro Dominicano is Creighton University's premier academic service-learning program in the Dominican Republic.
Encuentro Dominicano (https://www.creighton.edu/geo/ilac/encuentro/) centers around service-learning and building community with fellow students and Dominicans – all while experiencing the rich and vibrant culture of the Dominican Republic. Participants will experience service, academic life, and immersion trips living and working with Dominican families in a rural community. Encuentro embodies the Jesuit mission of promoting justice, striving for excellence, and dedication to the truth.

Follow Encuentro on Instagram (@creightoninthedr) and Facebook (@encdominicano).

Academics

Encuentro Dominicano students are required to take the three courses listed below, and may choose from the three electives available each semester for a total of up to 18 credit-hours.

- EDP 362 Dominican Republic in Context, 3CR (CORE fulfillment: Doing Social Science)
- EDP 461 The Power of One: Poverty, Sustainable Development, 3CR (CORE fulfillment: Intersections)
- Intensive Dominican Spanish, 100 - 400 levels available, 3CR

Various electives are available each semester to Encuentro Dominicano students including a Latin America Cinema course taught in partnership with a local university in Santiago and a rotating elective course taught by a visiting Creighton University faculty member. For more details visit the Encuentro website (https://www.creighton.edu/geo/ilac/encuentro/).

Service-Learning

Encuentro Dominicano employs service-learning pedagogy through weekly volunteer service in the city of Santiago (https://www.creighton.edu/geo/ilac/encuentroaboutthecurriculum/servicelearning/), (https://www.creighton.edu/geo/ilac/encuentroaboutthecurriculum/servicelearning/) as well as two cultural immersions in local campo communities (https://www.creighton.edu/geo/ilac/encuentroaboutthecurriculum/campoimmersions/). (https://www.creighton.edu/geo/ilac/encuentroaboutthecurriculum/campoimmersions/) Ample opportunity is provided for guided reflection on all that students experience during their time in the Dominican Republic.

Life in the Dominican Republic

Encuentro students will live in dorms on the Misión ILAC campus that house four to six students per room. The ILAC Center (https://www.creighton.edu/geo/ilac/encuentroabouttheilaccenter/) is a beautiful, serene, and secure campus located just outside of Santiago city center. The ILAC Center has served the rural campo communities of the Dominican Republic since 1973. All of the international groups that visit the Dominican Republic are assisted by the long standing connections in the country established by the Dominican staff of ILAC/CESI.

In order to help students fully immerse into Dominican culture, Student Life provides free excursions and activities in which students can choose to participate. In the past, cultural activities have included:

- Baseball games to see the local professional team, Las Aguilas Cibaenas

- Tours of the historical museum Casa Museo Hermanas Mirabal
- Trips to the mountains or the beach

Global Engagement Office (GEO)

As the focal point and information center for Creighton's international activity, the Global Engagement Office (GEO) supports the University's mission by providing global learning opportunities and services that foster cross-cultural awareness, facilitate intercultural communications, and enhance knowledge about world cultures and societies.

The GEO carries out its mission through the administration of programs and services that support international students and scholars, learners of English as a second language, study abroad, linkages with international organizations and institutions, faculty efforts to integrate global learning in the curriculum, and administration of the Creighton Global Initiative (CGI) and The Common Home Project grants.

Moreover, the GEO is Creighton's official link to the U.S. Departments of State and Homeland Security. Only authorized GEO staff have the required credentials to process all documentation that facilitates obtaining and maintaining the right visa status of international students and scholars at Creighton University.

International Students and Scholar Services

The Office of International Student and Scholar Services assists students and scholars from around the world prior to their arrival, throughout their stay at Creighton and beyond. Specifically, these are the services the GEO provides international students and scholars:

- F-1 and J-1 student advising on visa, personal, academic and employment matters
- J-1 Exchange Visitor Program administration
- New student and scholar initial and ongoing orientation
- Cultural, cross-cultural and social activities
- Multinational Ambassador Program (MAP), which brings U.S. and international students together for cross-cultural exchange and social interaction.

The Common Home Project

The Common Home Project combines Creighton faculty, staff and students with dedicated educators, international development professionals, administrators and researchers across the globe through a unique partnership with select Jesuit universities dedicated to addressing global poverty and inequality. This partnership has created a network of "hubs" across the world (the Caribbean, South America, South Central Asia, and South Western Asia) that facilitate global learning opportunities for students (including credit-bearing courses, co-curricular immersions and internships), collaborative research between faculty, and capacity-building sustainable development projects in each institution's community. The Common Home Project provides funding for programs that cut across academic fields to produce multidisciplinary knowledge on complex development challenge areas related to 1) Sustainability; 2) Humanitarianism; 3) Business Development; and 4) Global Health.

Study Abroad

Students have the opportunity to participate in semester-long, full-time programs with partner universities across the globe. Additionally, Creighton University offers at least 15 annual short-term (10-20 days) travel courses on a variety of subjects and to a variety of destinations. Additionally, Creighton University's own semester-long Encuentro Dominicano embodies the Jesuit mission of promoting justice, striving for excellence, and dedication to the truth. Using the United Nations' Sustainable Development Goals as an organizing framework, the Encuentro Dominicano program centers around service-learning and community-building with fellow students and Dominicans – all while experiencing the rich and vibrant culture of the Dominican Republic. Students will experience service, academic life, and two immersion trips living and working with Dominican families in a rural community.

Institute for Latin American Concern (ILAC)

Creighton University has had a presence in the Dominican Republic for nearly 50 years. We are hosted by the Centro de Educacion para la Salud Integral (CESI), well-known by its English name, "Misión ILAC," with whom we have a very close partnership. This partnership grew from efforts to provide immersive experiences in health services and has expanded to more than 30 other initiatives including supporting a semester-long academic service learning program for undergraduate students, Encuentro Dominicano, facilitating service and immersion experiences for partner high schools, and assisting with surgical missions and medical rotations.

Intensive English Language Institute (IELI)

Since 1979, the IELI at Creighton University has been helping students from different language backgrounds enhance their English skills. Core courses in grammar, writing, reading, and speaking/listening focus on academic language skills. IELI classes meet four hours a day, Monday through Friday, between 8:30 a.m. and 3:30 p.m.; additionally, there are regularly-scheduled co-curricular activities outside of the classroom. The IELI has a full semester (17-week) session in the fall and spring, and an accelerated 9-week session in the summer with 4 levels: beginner, intermediate, high intermediate, and advanced.

The IELI is the home of the Bridge to Creighton, a dynamic program designed for undergraduate students with high academic potential who would benefit from additional advanced-level English language support. The Bridge program is not simply an ESL program; it enables eligible students to earn up to 6 credits at Creighton University while polishing vital academic skills needed for success at a top-ranked university. In the Bridge semester, highly-qualified instructors in the Intensive English Language Institute instruct students in essential critical reading strategies, academic vocabulary, high level English grammar, presentation and oral communication skills, and note-taking. A 3-credit composition course will provide students with practice and techniques for the writing projects found in Creighton classes. A 2-credit academic success course will orient students to many services available on Creighton's campus. During or immediately following the Bridge semester, students are also connected with a faculty advisor and a small cohort of peers to examine and experience key elements of Creighton University life together (an additional 0.5-1 credit, depending on the program of study). In the following semesters - and throughout the student's Creighton career - the IELI instructors continue to serve as a resource for students, collaborating with the students' other Creighton professors to ensure student success.

Office of Global and Community-Based Learning

The Office of Global and Community-Based Learning connects academic courses with local and global community partners to enhance academic learning, meet community-identified needs, and foster global perspectives through engagement and reflection. Using academic service-learning and other experiential educational strategies that

integrate community service into academic courses, the Office of Global and Community-Based Learning closely collaborate with faculty to enhance student learning while community partners also receive concrete benefits. Students study, serve and reflect on their experience in order to deepen their appropriation of knowledge.

Office of Sustainability Programs

At Creighton University, we recognize sustainability as a fundamental strategy to fulfill our moral responsibility to care for creation. We follow the United Nation's definition of meeting the needs and aspirations of the present, without compromising the ability of future generations to do the same. The Office of Sustainability Programs (OSP) guides the implementation of the Sustainable Creighton Initiative (SCI), Creighton's path toward carbon neutrality with goals intentionally focused on greenhouse gas emission reduction, waste diversion, education and co-curricular engagement. The OSP offers a broad variety of sustainable practices and programs on campus and serves as a hub for collaboration among students, faculty, staff, administrators, alumni, our local neighbors, and global partners so we can work together toward a more sustainable present and future in Omaha and afar.

Study Abroad Programs

Adventure awaits!

Creighton University offers a variety of study abroad opportunities all over the world. The Global Programs Coordinators work closely with each student to select a program that meets his or her educational, professional, and personal needs. All students planning to study abroad must obtain approval from the Global Engagement Office (GEO) by applying through the Jays Abroad portal on the study abroad website. To allow as much time for research and exploration as possible, it is recommended that students begin planning their study abroad experience one year in advance of their term abroad. Visit www.creighton.edu/studyabroad (http://www.creighton.edu/geo/) or contact studyabroadadvisor@creighton.edu for more information.

Follow Study Abroad on Instagram @cujaysabroad (https://www.instagram.com/cujaysabroad/) or Facebook @bluejaysabroad (https://www.facebook.com/bluejaysabroad/) for the latest updates!

Study Abroad and International Program Options

Creighton-In Programs

Creighton partners directly with institutions around the world to host students for a semester or full academic year. Students are integrated into the host culture and usually take courses alongside local students. Most programs offer English-instructed coursework, with additional course options available in the local language. Classes taken abroad are pre-approved, factor directly into a student's GPA, and worked into a student's unique educational plan. Creighton-In partnership locations include **20+ Creighton-In program locations and 200+ International Student Exchange Program (ISEP) locations worldwide!** For a current list of Creighton-In programs, visit the study abroad website. (http://www.creighton.edu/studyabroad/)

CREIGHTON'S SERVICE-LEARNING PROGRAM ABROAD: ENCUENTRO DOMINICANO

Encuentro Dominicano is an academic, living-learning program in the **Dominican Republic** integrating community based learning in a cross-cultural context. Visit the Encuentro Dominicano website www.creighton.edu/encuentro (http://www.creighton.edu/encuentro/) to learn more.

Faculty-Led Programs Abroad (FLPAs)

Faculty-led programs abroad are short-term courses led by Creighton faculty and taught in locations around the globe. Programs range in length from 2-6 weeks and students may earn 3-9 credits during their faculty-led program. FLPA programs and locations vary from year to year. A list of current FLPA options is on the study abroad website. (http://www.creighton.edu/studyabroad/)

Co-curricular Travel Programs

Students regularly participate in non-credit-bearing programs with the approval of the Student Leadership and Involvement Center (SLIC). GEO staff regularly assists in the processing and pre-departure orientation of these groups. Examples of co-curricular travel at Creighton include:

- MEDLIFE (undergraduate pre-health students)
- Model UN

Study Abroad Services

Study Abroad services include:

- Study Abroad Fairs and Info Events
- "Getting Started" Sessions every Friday at 12:30PM in GEO
- Pre-Departure Orientation and Re-Entry Programming
- One-on-one advising in GEO
- Peer Ambassador assistance from past study abroad students

The Global Engagement Office is located on the third floor of Creighton Hall. For information, call 402.280.2221 or visit www.creighton.edu/geo/ (http://www.creighton.edu/geo/).

The International Curriculum

Creighton's academic departments administer curricula that include many courses with international content as well as majors and minors that cover studies of various areas of the world, such as:

- African Studies
- American Studies
- Asian Studies
- Classical and Near Eastern Studies
- Cultural Anthropology
- Environmental Science
- European Studies
- Global Health Equity
- International Business
- International Relations
- Justice and Peace Studies
- Latin American Studies
- Public Health
- Sustainability

Creighton students may also choose to study one (or more) of these modern languages:

- French
- German
- Italian
- Japanese
- Spanish

Additionally, Creighton University hosts the Encuentro Dominicano, a semester-long full-time academic, service learning, community-based learning immersive program in the Dominican Republic for undergraduate students. Using the United Nations' Sustainable Development Goals as an organizing framework, this program encourages students to consider how their major can contribute to building justice and transforming the world.

Students have multiple opportunities to study abroad through short-term and semester-long programs either sponsored by Creighton University or at outstanding partner universities and institutes around the world. Additionally, Creighton offers a variety of co-curricular opportunities abroad, including immersions, internships and international research grant opportunities through the Global Engagement Office.

The Intensive English Language Institute (IELI)

Creighton University has been providing instruction in English as a second language since 1979. The Intensive English Language Institute (IELI) offers two full semesters of instruction each year in high intermediate and advanced English language skills, as well as special, customized summer programs. Guided by a team of excellent instructors, students develop the speaking, writing, reading and listening skills necessary for academic success while gaining insights into various aspects of U.S. culture.

The mission of the IELI is

1. to provide intensive English instruction and support services to help prepare IELI students to the academic rigors necessary at Creighton University;
2. to promote the practice and scholarship of English language teaching in an environment of integrity and respect;
3. to provide guidance in the areas of intercultural understanding, campus and community participation, and global citizenship; and
4. to reflect and support the mission of Creighton University.

Program Description

The IELI curriculum consists of courses in listening/speaking, reading, writing, and grammar taught on two levels of proficiency, from high intermediate to advanced[1]. Small classes of no more than 15 students each allow for a great deal of individual attention. During the first three days of the term, new students participate in an orientation program that includes tests to determine their most appropriate IELI level and activities that introduce them to life on campus and in Omaha. At the end of each session, students are evaluated by their instructors and promoted to the next level if they have made satisfactory progress. Certificates of attendance and completion are awarded.

[1] Full-time enrollment in IELI is 20 or more hours of instruction a week.

IELI Terms and Application Deadlines

Fall Semester 2024	August 15- December 13, 2024	June 30, 2024
Spring Semester 2025	January 10 - May 14, 2025	November 15, 2024

Entrance Requirements: IELI applicants must be at least 17 years of age and have completed high school (exceptions can be made for short-term study).

The complete IELI application (https://www.creighton.edu/geo/ieli/howtoapplytoieli/) includes:

1. IELI Application Form.
2. English proficiency test results
3. Certification of Available Finances indicating funding from all sources.
4. Bank statements showing the most recent three months of activity.
5. Copy of the personal page of the applicant's passport.

Fill out the application and submit necessary forms and payment using this link (https://choose.creighton.edu/apply/?sr=73ff467b-3174-4976-9a98-a7c149347abb).

Acceptance to IELI

Once accepted into IELI, students will receive an acceptance letter and an I-20 with instructions to apply for an entry visa at their nearest U.S. Embassy or Consulate. Students must enter the U.S. on an F-1 visa, not a tourist visa.

The Bridge to Creighton

The Bridge to Creighton is a dynamic program designed for undergraduate students with high academic potential who would benefit from additional advanced-level English language support.

The Bridge is not simply an ESL program; it enables eligible students to earn up to 6 credits at Creighton University while polishing vital academic skills needed for success at a top-ranked university.

In the Bridge semester, highly-qualified instructors in the Intensive English Language Institute will instruct students in essential critical reading strategies, academic vocabulary, high level English grammar, presentation and oral communication skills, and note-taking. A 3-credit composition course will provide students with practice and techniques for the writing projects found in Creighton classes. A 2-credit academic success course will orient students to many services available on Creighton's campus. During or immediately following the Bridge semester, students are also connected with a faculty advisor and a small cohort of peers to examine and experience key elements of Creighton University life together (an additional 0.5-1 credit, depending on program of study).

The next semester students take full credit courses, but the IELI instructors will continue to serve as a resource for students, as well as for the students' other Creighton professors to ensure student success.

Bridge students are fully-admitted University students, and as such, follow the same academic policies and procedures (p. 19).

To qualify for admission to the Bridge to Creighton, you must have a TOEFL of at least 70 (IELTS 6.5) and fulfill all of the other application and

admission requirements of Creighton university undergraduate programs. Apply using the link below!

Admission to Creighton

Admission to Creighton's IELI does not include admission to a degree program at Creighton University. Students who plan to enter Creighton University should apply for admission to the University (https://admissions.creighton.edu/future-students/international-students/how-apply/).

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 – Veteran Readiness & Employment Program (VR&E)
- Chapter 33 – Post-9/11 GI Bill® (including the Yellow Ribbon Program)
- Chapter 35 – Survivors' & Dependents' Educational Assistance (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. 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 2024-2025 academic year, our Yellow Ribbon program provides eligible students with the following:

- Undergraduate students up to $24,000 additional tuition dollars per academic year ($12,000 from Creighton with a $12,000 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 Dentistry up to $5,000 per academic year ($5,000 from Creighton with a $5,000 match from the VA). Maximum of three awards each academic year.
- 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 Medicine up to $10,000 per academic year ($5,000 from Creighton with a $5,000 match from the VA. Maximum of six 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.

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

Principles of Excellence

On April 27, 2012, President Obama signed Executive Order 13607, Establishing Principles of Excellence for Educational Institutions Serving Service Members, Veterans, Spouses, and Other Family Members. The published Executive Order is available here (https://obamawhitehouse.archives.gov/the-press-office/2012/04/27/executive-order-establishing-principles-excellence-educational-instituti/). Creighton University is a proud signatory and abides by this Presidential Executive Order which addresses key areas relating to Federal military and veterans educational benefits programs. The University affirms our long-standing promise of supporting our military student population, while exercising transparency and full compliance with the individual principles outlined in the Principles of Excellence which are summarized below.

- Provide students with a personalized form covering the total cost of an education program.
- Inform eligible students of Federal financial aid and have a policy to alert students prior to packaging or arranging private student loans or alternative financing programs.
- Abstain from fraudulent and aggressive recruiting techniques and misrepresentations.
- Ensure accreditation of all new programs prior to enrolling students.
- Accommodate Service Members and Reservists while absent due to service requirements.
- Align institutional refund policies with those under Title IV, which governs the administration of federal student financial aid programs.
- Provide educational plans for all military and veteran education beneficiaries.
- Designate a point of contact to provide academic and financial advice.

The Office of Military and Veterans Affairs may be contacted at (402) 280-4063 or veterans@creighton.edu.

Reserve Officers' Training Corps (ROTC)

Reserve Officers' Training Corps (ROTC)

Reserve Officers' Training Corps was authorized by the War Department and established at Creighton University in 1919. The program is a cooperative effort contractually agreed to by the Army and Creighton University to commission officers into the United States Army. The program builds leaders of character to serve the common defense. Upon

completion of the program, graduates are commissioned as Second Lieutenants.

Creighton's Military Science Program is an elective two-year or four-year program taken as any other elective course. Up to 24 credit hours may be earned through the Army ROTC Program. The four-year program includes a Basic Course, taken during the Freshman and Sophomore years, and an Advanced Course, normally taken during the Junior and Senior years. There is no service obligation connected with enrollment in the Basic Course. An academic minor is available in Military Science through the College of Arts and Sciences and a major track is available through the College of Business.

Program Objectives

The program provides training designed to prepare students for a Commission in the U.S. Army. The student may earn a commission while earning an academic degree in a discipline of his or her choice. Creighton's four-year nursing program and the accelerated nursing program are just two examples of degree programs available. The curriculum is interdisciplinary and encourages reflective thinking, assessment, goal setting and problem solving. The books, uniforms and equipment needed by students for ROTC courses are furnished.

Leadership training is the core of the Military Science program and is required each semester. It is accomplished, in part, through a leadership laboratory conducted each week and field exercises held each semester. The Basic Course develops an understanding of teamwork and leadership techniques. Leadership is enhanced through practical application in drill, leader reaction exercises and tactical exercises in field situations. Additionally, there are opportunities for optional adventure training in Air Assault, Airborne and Mountain Survival Training. Advanced Course students plan, organize and conduct the Basic Course leadership program, thereby enhancing their management, supervisory and leadership skills. Further growth is achieved through field exercises and enrichment activities, Ranger Training, Physical Training, and Cadet Troop Leadership Training.

Advanced Course

Although Military Science courses may be taken for credit by any student, only those students formally enrolling in and successfully completing the Advanced Course will receive a commission. If selected for and enrolled in the Advanced Course, the student must agree to complete the remaining two years of ROTC and to accept a commission, if offered, upon completion of the course.

Each Advanced Course student must attend a 32-day Leader Development and Assessment Course, normally during the summer between their junior and senior year. The course consists of the practical application of the instruction and skills learned at Creighton, with emphasis on leadership and physical fitness. Students are paid travel expenses to and from camp as well as a daily working salary. All accommodations, clothing, equipment, and food are provided.

A two-year program is available for students at or transferring to Creighton. Students enrolling in the two-year program must attend and successfully complete a four-week Leader Training Course prior to entering the Advanced Course unless they have prior military service. Upon entering the Advanced Course, the two-year students follow the same curriculum as all other Advanced Course students. All students enrolled in the Advanced Course receive monthly subsistence payments of $450-500 during the school year.

Army Reserve/Army National Guard Simultaneous Membership Program (SMP)

The ROTC Program is normally a four-year program; however, under the Simultaneous Membership Program (SMP), qualified juniors (those who are veterans or those who have successfully completed three years of Junior ROTC or Basic Training with a reserve or national guard unit) may upon the approval of the PMS enter the Advanced Course and earn a commission. The student may apply for Active Duty with the U.S. Army upon graduation.

Qualified SMP students may apply for scholarships under the Guaranteed Reserve Forces Duty Scholarship program. This is a two- or three-year scholarship that could be worth up to $108,000. In addition to the $450 per month and the Reserve unit pay, SMP students are still eligible for selected Montgomery GI Bill college assistance programs and bonuses. Total monetary entitlements for a non-scholarship SMP student wanting to use the Montgomery GI Bill instead of a scholarship could exceed $36,000.

Special Opportunities

Students who have completed 12 months of service in one of the U.S. Armed Services and have achieved junior standing may upon approval of the PMS be granted credit for the Basic Course and enrolled in the Advanced Course. ROTC credit earned at other universities is transferable to Creighton.

Numerous associated and allied programs and extracurricular activities are available to ROTC students. CTLT (Cadet Troop Leadership Training), NSTP (Nurse Summer Training Program), Airborne, Air Assault, Northern Warfare, and Cultural Immersion Study Abroad are great examples of opportunities available to ROTC students. Students are allowed to attend these optional courses in the summer between their Freshman and Junior years. These courses are designed to broaden their knowledge and understanding of the military profession and allow them to acquire and develop new skills. Travel expenses and a stipend are included for each of these courses.

ROTC Scholarships

The National or High School Four-Year Scholarship is for high school students planning on attending a four-year college program. High School Juniors are eligible to start the application process on 1 February but the application must be completed by 28 February or a week prior to the board (whichever is more restrictive) in order to meet the scholarship board. For more information applicant can go www.goarmy.com/scholarships (https://www.goarmy.com/careers-and-jobs/find-your-path/army-officers/rotc/scholarships/) for more detailed information. If you miss the deadline to apply you may still be compete for the campus bases scholarships once in the program.

College Scholarship Program (Campus based scholarships) are those scholarships awarded to a cadet once they are already participating in the ROTC as a cadet. Eligibility is for the college scholarship program is limited to students already accepted and participating in the ROTC program. Information for the College Scholarship program can be found at www.goarmy.com/rotc/scholarships (https://www.goarmy.com/careers-and-jobs/find-your-path/army-officers/rotc/scholarships/).

Those students receiving an ROTC scholarship will also receive a full room and board incentive award from the University for the semester

the scholarship is put into effect and will continue as long as the Cadet meets ROTC academic and physical standards in addition to university academic standards. This policy is subject to annual review by Creighton and can be superseded.

ROTC students who gain acceptance to a professional school in the medical field are eligible to apply for the Uniformed Services Health Professions Scholarship Program, which pays the recipient a monthly stipend plus tuition and all academic expenses. These scholarships are offered in medicine, osteopathy, and psychology (Ph.D., clinical or counseling) and dentistry. Scholarships are also available to students going on to Physical Therapy, Occupational Therapy, and Pharmacy. Two-year graduate scholarships are also available. Students desiring graduate and professional education are permitted to apply for deferment of service obligation resulting from their ROTC enrollment until the completion of such additional studies. This educational delay is open to those pursuing advanced medical, legal, and seminary professions. Feel free to call if there are any questions at (402) 280-1154/1176.

Air Force ROTC (Aerospace Studies)

Air Force Reserve Officer Training Corps (AFROTC) is a program designed to develop leaders of character for tomorrow's Air and Space Force and our Nation. AFROTC offers college students a course of study ultimately leading to a commission as a Second Lieutenant in the United States Air or Space Forces. The program offers seminar classes with an emphasis placed on individual training and leadership development. Qualified students have opportunities to explore and evaluate Air and Space Force career opportunities while earning a degree. Creighton students register for the courses at Creighton but attend Aerospace Studies classes at the University of Nebraska at Omaha (UNO) while pursuing their degree at Creighton. This opportunity results from an agreement between Creighton and UNO that permits Creighton students to participate in the Air Force ROTC Program at UNO.

High school seniors may compete for three and four-year AFROTC scholarships. Winners of these scholarships may also receive a full residence hall room and board supplement upon activation of their scholarship at Creighton University. The value of this University award is equal to actual room and board charges as contracted with the University. Changes in room and/or board plans within a term will constitute an equivalent adjustment to the award. This award is activated when the ROTC scholarship becomes effective. The two kinds of Air Force ROTC scholarships that can be applied at Creighton are the Type I and Type II. A Type I scholarship is an uncapped scholarship. Any and all tuition and fees are paid by the Air Force. A Type II scholarship is capped at $18,000 yearly for tuition and fees. The student covers anything above that amount. In both cases $900 a year is paid to offset the cost of books and each student receives $300-$500 per month for 9 or 12 months in the year. This is a non-taxable allowance designed to offset the other costs associated with being a student.

Students who did not apply or receive an AFROTC scholarship during high school are eligible to compete for two- and three-year scholarships during their freshman and/or sophomore year in college. To be eligible, students should enroll in AFROTC classes.

Sophomore cadets may compete for a pre-health slot. After graduation, AFROTC cadets may apply for entrance into the Armed Forces Health Professions Scholarship Program. Upon acceptance into medical school, the scholarship covers tuition, books, and lab fees. Up to four years of graduate-level health professions schooling is authorized.

If interested in any of these programs please contact AFROTC Detachment 470, University of Nebraska at Omaha, to obtain further information. 402.554.2318

Student Life

Student Life at Creighton University is here to ensure you get the most out of your college experience on a personal and academic level. We understand each student is unique and take this into consideration through the array of activities, programs, services and initiatives that enhance your educational experience.

We provide a supporting learning environment, motivate you intellectually, and offer opportunities for personal and professional growth. Student Life is your link to provide opportunities outside of the classroom which shape who you are and who you can become.

Living Accommodations

The annual room and board rates in University residence halls effective August 2024:

Building Type	Room	Annual Rate
Deglman Hall (Freshmen)[1]	Double Occupancy	$6,600
Graves Hall (Freshman)[1]	Suite Double Occupancy	$8,000
Swanson Hall (Freshmen and Sophomores)[1]	Suite Double Occupancy	$7,400
McGloin Hall (Sophomores)[1]	Suite Double Occupancy	$7,800
Kenefick Hall (Sophomores)[2]	Efficiency Double Occupancy	$7,700
	One Bedroom Double Occupancy	$7,900
Heider Hall (Sophomores) [2]	Efficiency Double Occupancy	$7,960
	Small One Bed Double Occupancy	$7,900
	Suite 4 person Occupancy	$7,900
	Large One Bed Double Occupancy	$8,250
	Two Bedroom, Double Occupancy	$7,950
Davis Square - Nine Month (Freshmen & Sophomores)[2]	2/3/4 Bedroom Apartment	$8,300
Opus Hall - Twelve Month (Juniors and Seniors)	2/3/4 Bedroom Apartment	$880/month

Board Plans Type	Annual Rate
Standard Meal Plans:	
Dining Hall All Access(19 Meals per week + $150 Dining Dollars + 5 guest passes per semester)	$5,840

14 Meals per week + $600 Dining Dollars + 5 guest passes per semester	$5,840
10 Meals per week + $1,000 Dining Dollars + 5 guest passes per semester	$5,840
Apartment Meal Plan	
Apartment 7 - 7 Meals per week + $700 Dining Dollars + 5 guest passes	$4,012
Flex Plans:	
Flex 85- Any 85 Meals + $420 Dining Dollars per semester	$2,804
Flex 65-Any 65 Meals + $350 Dining Dollars per semester	$2,216

[1] Students living in Deglman, Graves, Kiewit, McGloin and Swanson must have a Standard Meal Plan.

[2] Students living in Heider, Kenefick, or Davis must have at least an Apartment 7 Meal Plan.

On-Campus Living

Creighton University offers on-campus housing for full-time, undergraduate matriculated students. If space allows, the University may permit the housing of part-time, graduate, and professional students in University residence halls. **All unmarried, undergraduate students from outside the immediate Omaha area, as defined by the University, are required to live in University residence halls during their freshman and sophomore years.** Students from the Omaha area may live in the residence halls. Otherwise, during their first two years at the university, students from the Omaha area must live with a parent or guardian unless given permission by the Assistant Vice Provost for Housing & Auxiliary Services, or their designee, to live elsewhere.

Requests for exemption from the live on campus requirements must be made electronically to the Assistant Vice Provost for Housing & Auxiliary Services or their designee via email at Living@creighton.edu. Requests must be made by **July 15th** for the upcoming fall semester, and by **December 1st** for the upcoming spring semester.

Freshman Halls (9-month lease):

- **Deglman Hall:** Double occupancy, traditional-style freshman residence hall with common bathroom facilities.
- **Graves Hall:** Suite-style with four students per suite.
- **Swanson Hall (partial sophomore):** Suite-style with four students per suite.

Sophomore Halls (9-month lease):

- **Swanson and McGloin Halls:** Suite-style with four students per suite.
- **Kenefick Hall**: Apartment-style hall with double-occupancy, efficiency, and one-bedroom apartments.
- **Heider Hall:** Apartment-style hall with double and quad-occupancy, efficiency, one-bedroom, and two-bedroom apartments.
- **Davis Square:** Apartment complex with two, three, and four-bedroom apartments.

Upperclassman Apartments (12-month lease):

- **Opus Hall:** Apartment complex with two, three, and four-bedroom apartments.

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, Graves, Kiewit, Swanson, and McGloin must purchase either the All Access, 14, or 10 meal plan. Sophomore residents of Kenefick Hall, Heider Hall, and Davis Square must purchase the All Access, 14, 10, or Apartment 7 meal plan option. Exemptions (for example, for religious or medical reasons) to meal plan requirements may be requested electronically to the Assistant Vice Provost 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 Creighton Dining at https://creighton.sodexomyway.com.

Student Leadership & Involvement Center

It is the goal of Creighton University to develop an individual who not only has mastered the content of his or her academic courses, but who also has broad interests and who has developed skills in interpersonal relations. To aid in this process, the University promotes a wide range of student organizations and activities. Students are encouraged to take an active interest in one of more than 200 clubs and organizations, including sports, fraternities and sororities, honor societies, cultural, religious, political, publications, government, professional, academic and service organizations.

For more information and a description of each organization or if interested in starting a new organization, please contact the Student Leadership & Involvement Center in the Skutt Student Center or online here (https://www.creighton.edu/student-experience/clubs-organizations/).

Clubs

A club is defined as a group of 4 or more current students who have joined together for a common social, educational, social justice, religious, or cultural purpose. Clubs are considered affiliated with, but not official units of Creighton University.

Academic/Interest Clubs

Academic/Interest clubs serve as a forum to explore issues in a particular academic field or area of interest; students do not have to be enrolled in that line of coursework in order to be members of these organizations.

- Alpha Kappa Psi-Delta Pi
- Business Intelligence and Analytics Association
- Changing Health Attitudes, + Actions to Recreate Girls
- College of Nursing Leadership Scholars
- Computer Science Club
- Creighton Investment Banking Society

- Creighton Sign Language Club
- Creighton University Active Minds
- Creighton University Biology Club
- Creighton University Mock Trial Team
- Creighton University Society of Physics Students
- Creighton University Student Nurses Association
- Emergency Medical Services Club
- Entrepreneurship Club
- Environmental Science Club
- Exercise Science - Excellence in Leadership
- Financial Planning Association
- Green Jays
- Health Administration and Policy Student Association
- Honors Program
- Knitting and Crocheting Club
- Management Consulting Club
- MEDLIFE
- Model United Nations Club
- Neuroscience Club
- Pre-Dental Society
- Pre-Medical Society
- Pre-Occupational Therapy Club
- Pre-Optometry Club
- Pre-Pharmacy Club
- Pre-Physical Therapy Club
- Pre-Physician Assistant Club
- Public Relations Student Society of America
- Shadows Journal for Literature and the Arts
- Society for Women in STEM
- Spanish Pre-Health Society
- Student Organization of Social Workers
- Students for a National Health Program
- Women in Business

Cultural Clubs

Cultural Clubs provide an opportunity to explore and celebrate other cultures, as well as to increase campus understanding and support. These organizations provide a support network for students from a particular culture as well as educate the campus about that culture.

- African Students Association
- Creighton University African American Student Association
- Creighton University Gender and Sexuality Alliance
- Creighton University Latino Student Association
- CU Jews: A Student Jewish Union
- German American Club
- Hui O Hawaii
- International Student Association
- Latino Law Student Association
- South Asian Student Association

Faith-Based/Spiritual Clubs

These groups are directly affiliated with a faith-based organization and/or educate about faith-based beliefs, conduct any faith-based activities, or foster development of the spiritual self.

- Creighton Navigators
- Creighton Students for Life
- Creighton University Hellenic Society
- CU Fellowship
- Fiat Ministries
- Healthcare Christian Fellowship - Phoenix
- Phoenix Medical Chinese Club

Graduate/Professional Clubs

Graduate/Professional Clubs are those that exist in the Graduate School, Law School, Medical School, Dental School or School of Pharmacy and Health Professions, regardless of other categories under which they could be classified.

- Academy of LDS Dentists
- Adventure Club - Phoenix
- American Association of Women Dentists
- American Medical Association
- American Medical Association - Medical Student Section - Health Sciences Campus - Phoenix
- American Medical Women's Association - Omaha/Phoenix
- American Pharmacists Academy of Student Pharmacists
- American Society of Consultant Pharmacists
- American Student Dental Association
- Anesthesiology Interest Group - Omaha, Phoenix
- Anesthesiology and Perioperative Medicine Interest Research Group
- Asian Pacific American Medical Student Association - Omaha, Phoenix
- Asian Voices in Medicine
- Association for Women Surgeons - Omaha, Phoenix
- Biomedical Innovation Group - Phoenix
- Black Law Student Association
- Body Basics - CUSOM - Omaha, Phoenix
- Brain Awareness
- Business Law Society
- Cardiology Interest Group
- Catholic Medical Students Association
- Christian Legal Society
- Christian Medical and Dental Association
- Christian Pharmacists Fellowship International - Omaha, Phoenix
- Climbing Club - Phoenix
- Clinical Reasoning Club
- Creative Occupations
- Creighton Ability Network
- Creighton Animal Law Society
- Creighton Pediatrics Interest Group - Omaha, Phoenix
- Creighton Physician Assistant Student Society
- Creighton University Student Bar Association
- Creighton University AMCP Student Chapter - Omaha
- CURA Crafters - Phoenix

- Cura Musicalis - Omaha, Phoenix
- CU Student American Physical Therapy Association - Omaha, Phoenix
- CU Student Occupational Therapy Association
- CUSOM Advocates
- Do juSTIce
- Emergency Medicine Interest Group - Omaha, Phoenix
- Energy, Environmental, and Sustainability Law Society
- Family Medicine Interest Group - Omaha, Phoenix
- Family Medicine Interest Group - Phoenix
- Federalist Society
- Fit for Life - Omaha, Phoenix
- Gastroenterology Interest Group - Omaha
- Global Health Club
- Hispanic Student Dental Association
- HPV Awareness Initiative- Phoenix
- Humanities in Medicine - Omaha
- Intellectual Property Law Society
- Internal Medicine Interest Group - Omaha, Phoenix
- International Law Society
- Interprofessional Geriatrics Organization
- Interprofessional Mental Health Organization
- Interventional Radiology Interest Group - Phoenix
- J. Reuben Clark Law Society
- Jays for Peds
- Justice in Medicine - Omaha, Phoenix
- Kappa Psi Pharmaceutical Fraternity
- Latino Law Students Association
- Latino Multicultural Student Association - Omaha, Phoenix
- Law School Gender and Sexuality Alliance
- Magis Clinic
- Married 2 Medicine - Omaha, Phoenix
- Maya Community Health Collaboration
- Medical 3D Printing Interest Group - Phoenix
- Medical Humanities Club - Phoenix
- Medical Innovation, Collaboration and Entrepreneurship - Omaha, Phoenix
- Medical Pediatric Interest Group - Omaha
- Medical Spanish Club - Omaha, Phoenix
- Medical Specialty Exploration Club
- Medical Student Advocates for Disability Rights - Omaha, Phoenix
- Medicine Gender and Sexuality Alliance
- Military Law Society
- Military Medical Student Association
- Mothers and Their Baby Jays
- NCODA - Interprofessional Hematology Oncology Organization - Omaha, Phoenix
- Neurological Rehabilitation Organization
- Obesity Medicine and Humanities Interest Group - Phoenix
- Obstetrics and Gynecology Interest Group - Omaha, Phoenix
- Ophthalmology Interest Group - Omaha, Phoenix
- Oral and Maxillofacial Surgery Club
- Orthodontics Club
- Orthopedic Surgery Interest Group - Omaha, Phoenix
- Otolaryngology Interest Group
- Palliative Care in Action
- Peoples Interested in Cardiology
- Phi Lamda Sigma
- Phoenix Anatomy Club
- Phoenix Regional Campus OB/GYN Interest Group - Phoenix
- Phoenix Spanish Skills
- Physical Medicine and Rehabilitation Interest Group
- Physical Therapy Leadership Guild
- PIH Engage at Creighton University
- Plastic Surgery Interest Group - Omaha, Phoenix
- Project CURA (Creighton United in Relief Efforts)
- Psychiatry Interest Group - Omaha
- Psychiatry Interest Group - Health Sciences Campus - Phoenix Chapter
- Radiology Interest Group - Phoenix
- Rho Chi: Pharmacy
- Rural Law Association
- Saint Thomas More Catholic Law School Society
- School of Dentistry Pride Alliance
- Sports Entertainment and Law Society
- Sports Physical Therapy Association
- Street Medicine Coalition - Omaha, Phoenix
- Student Advocates for Vaccine Education
- Student College of Clinical Pharmacy
- Student Interest Group in Neurology - Omaha, Phoenix
- Student National Medical Association
- Student Society of Health-System Pharmacists at Creighton
- Students for Rare Diseases
- Students of Law Wellness Society
- Students Interested in Pathology
- Surgery Club
- Surgery Interest Group - Phoenix
- Suture and Knot Tying Proficiency - Phoenix
- Ultrasound Interest Group - Phoenix
- Urology Interest Group - Omaha, Phoenix
- Women's Law Student Association

Political Clubs

Political Clubs are those that represent political parties, or exist to represent particular political interests.

- Creighton University College Democrats
- Creighton University College Republicans

Service Clubs

Service Clubs are those that are primarily dedicated to providing solidarity, aid or assistance to others on campus or in the community.

- Alpha Phi Omega
- Best Buddies
- Community Kitchen
- Creighton University Circle K

- Habitat for Humanity
- Magis Clinic
- Memories for Kids
- Relay for Life

Social Clubs

Social Clubs exist to provide various types of social environments and/or activities to the campus and its membership.

- Anime Club
- Aspiring Educators
- Blue Crew
- College Diabetes Network
- Creighton Dance Team
- Creighton Swing Dance Society
- Creighton University Chamber Choir
- Creighton University Pep Band
- Creightones
- Dance Jamz Hip Hop Club
- Dance Marathon
- Dungeons and Dragons Club
- For the Record Club
- JayBeats Acapella
- K-Jewels
- Peer2Peer
- Project Sunshine
- Salsa Club
- The Creighton Crescendas
- Trailblazers

Honor Society

An Honor Society is defined as a group of students or students and faculty who are invited to become members based on scholastic rank and/or GPA. Honor societies recognize students who excel academically and/or as a leader among their peers. Membership in an Honor Society is exclusive and typically based on academic achievement in a certain field.

Academic Honor Societies

Academic Honor Societies recognize students and/or faculty and/or staff who excel academically or as leaders among their peers within a specific academic discipline.

- Alpha Iota Sigma
- Alpha Psi Omega
- Beta Alpha Psi
- Chi Upsilon Chapter of Phi Chi
- Kappa Pi-International Art Society
- Phi Sigma Tau Nebraska Beta Chapter

General Honor Societies

A General Honor Society is a rank organization that recognizes excellence among peers.

- National Society of Collegiate Scholars
- Nu Rho Psi, Neuroscience Honors Society
- The National Society of Leadership and Success - Sigma Alpha Pi
- Phi Lambda Sigma

Professional Honor Societies

Professional Honor Societies recognize students and/or faculty and/or staff who excel within a particular field.

- Kappa Psi Pharmaceutical Fraternity
- Phi Delta Phi International Legal Honor Society
- Pi Theta Epsilon-Alpha Iota Chapter
- Rho Chi-Alpha Alpha Chapter

Sports Club

A Sports Club is classified through the Student Organization Review Committee process as either a Competitive or Recreational team. A Competitive Sports Club is a group that provides structured competition for students who are non-intercollegiate athletes. A Recreational Sports Club does not regularly compete. These sports can be either co-ed or single gender. Sports Clubs have a dual reporting relationship with the Student Leadership & Involvement Center and Recreation and Wellness.

Competitive Sports Clubs

A Competitive Sports Club competes against other teams or clubs at the local, regional, and/or national level.

- Club Fishing
- Creighton Club Basketball
- Creighton Club Hockey
- Creighton Men's Club Soccer
- Creighton University Baseball Club
- Creighton University Rugby Football Club
- Creighton University Swim Club
- Creighton University Women's Club Volleyball
- Jiu Jitsu Club
- Men's Club Volleyball
- Quadball Club
- Ultimate Frisbee Organization
- Women's Club Basketball
- Women's Club Soccer
- Women's Lacrosse Club

Recreational Sports Clubs

A Recreational Sports Club holds practice sessions in which members compete with other members of the same club to develop and refine existing skills and enjoy the recreational and social fellowship of sports and recreation.

- Badminton Club
- Bowling Club
- Creighton Curling Club
- Gaming and Esports Club
- Jump Rope Club
- Mixed Martial Arts Club
- Running Club

- Strength Club
- Tennis Club

Fraternity/Sorority Organizations

A Fraternity/Sorority Organization is defined as a group of men or women formed by a brotherhood or sisterhood and common goals and aspirations who make lifelong commitment to each other through ritual. Fraternity/Sorority Organizations abide by the policies and procedures of the University and also the policies and procedures of their organizations' inter/national headquarters. This does not include honors societies.

Interfraternity Council Organizations

IFC organizations represent a diverse range of inter/national men's fraternities as recognized by the North-American Interfraternity Conference.

- Beta Theta Pi
- Delta Chi
- Phi Delta Theta
- Pi Kappa Phi
- Sigma Alpha Epsilon
- Sigma Phi Epsilon

Panhellenic Council Organizations

PHC Organizations represent a diverse range of inter/national women's sororities as recognized by the National Panhellenic Conference.

- Alpha Phi
- Delta Delta Delta
- Delta Zeta
- Gamma Phi Beta
- Kappa Kappa Gamma
- Pi Beta Phi
- Theta Phi Alpha

Culturally Based Fraternal Organizations

CBFOs represent a diverse range of inter/national men's and women's organizations that are culturally based.

- Creighton DIVE
- Sigma Lambda Gamma National Sorority Inc

Governing Body

A Governing Body is an organization that serves an official function on behalf of the student body by governing a select number of clubs or hall councils existing on campus. Governing Bodies may be given special authorities related to the oversight of their organizations and the interests and needs of the students they are serving.

- College of Arts and Sciences Student Senate
- Creighton Medical Student Government
- Creighton Students Union
- CSU Program Board
- Dental Students Union
- Fraternity and Sorority Life Standards Board
- Graduate Student Government
- Heider Business Senate
- Inter Residence Hall Government
- Interfraternity Council
- Nursing Senate
- Panhellenic Council
- Pharmacy and Health Professions Student Government

Recreation and Wellness

The Kiewit Fitness Center (KFC) is located at the heart of campus between residence halls, Kiewit and Swanson, and connected to the Skutt Student Center. The building features five separate multi-use courts designed for basketball, volleyball, tennis and badminton. These courts are surrounded by a running track and may be reserved by student organizations and university departments. Other areas in the KFC include a Fitness and Weight Training room, three racquetball courts which will be renovated into golf simulator rooms over the summer, a mat room, and a multipurpose room.

The Rasmussen Fitness and Sports Center can be found to the east of the Ryan Center and to the north of Morrison Soccer Stadium. It houses an artificial turf field with open recreation access offered on Monday, Wednesday and Rfiday evenings.

Recreation & Wellness has many fitness and wellness opportunities available including Personal Training for the University community. Several types of group fitness classes are offered, including Barre, WERQ, HIIT, Spin, Yoga. We also offer a variety of fitness workshops that include weightlifting.

Creighton's Intramural Sports include, but is not limited to flag football, soccer, volleyball, softball and basketball which are offered for both competitive and recreational teams in men's, women's and co-rec leagues. Intramural sports are played in the KFC and Rasmussen Center.

Sport Clubs allow students to become involved in competition with other colleges in non-varsity activities like basketball, quadball, ice hockey, lacrosse, soccer, rugby, volleyball, ultimate frisbee, and swimming. If you are interested in participating in a sport club that is not currently offered, please let us know.

There are many opportunities for student employment positions within Recreation & Wellness that include intramural sports officials, Facility Supervisors, Group Fitness Instructors, Student Wellness Coordinators, Office Assistants, Desk Attendants and more.

To learn more about Recreation & Wellness, please visit the main office in the Kiewit Fitness Center, Room 211, or call 402-280-2848, or visit our website.

Student Government

The Creighton Students Union (CSU) is the comprehensive student government for Creighton University, serving to represent and program for all Creighton students. CSU exists to represent and serve the student community of Creighton University. Through the cooperative efforts of the nine (9) colleges and schools of Creighton University, the Creighton Students Union is entrusted to serve as an advocate and voice for the student body and is dedicated to the enhancement of the educational, social, and cultural environment on campus. The mission of the Creighton Students Union is accomplished through: Representing the student body of Creighton University to the faculty, staff, and administration; Supporting all Creighton University student organizations to stimulate productivity and encourage members of the Creighton community to contribute positively to the university and greater communities; Planning

and implementing a variety of activities to meet the diverse needs of the student body and to encourage student interaction outside of the classroom.

New Student Orientation

The mission of New Student Orientation at Creighton University is to aid all new students in their transition to the Creighton community. New Student Orientation does this by meeting students where they are and introducing them to the Jesuit values and mission of Creighton. We integrate new students into Creighton life by intentionally providing academic and social opportunities to develop life skills and creating an inclusive environment, so parents and families of Creighton feel just as welcome as the new students.

The first two programs that allow for this growth, are Summer Preview and Welcome Week.

Summer Preview is Creighton's two-day summer orientation program and is required for all incoming new first-year and transfer students. Our summer orientation experience is designed to help you make a smooth transition from high school to college. During day one of your orientation experience, you will explore and learn about campus in a small group of students led by two of the Summer Preview Guides and work with your academic advisor to plan your fall semester class schedule. On day two, you will continue to learn about Creighton in a multitude of ways and register for fall classes. These two days are a fantastic opportunity to orient yourself with Creighton's campus, the faculty and staff, get to know concurrent students and upperclassmen, and truly see what life is like as a Bluejay. We encourage you to bring parents or family members to attend with you. We will have a concurrent orientation program designed specifically for them.

Welcome Week is an immersion experience for all new first-year and transfer students. Welcome Week provides a comprehensive introduction to university life, including the skills necessary to be a successful Creighton Student within and beyond the classroom. During Welcome Week, you will build connections with new and current students, discover Creighton traditions, become familiar with campus expectations, and learn more about how to get connected and engaged on campus.

Health and Counseling

Health and Counseling (https://www.creighton.edu/student-experience/wellness/health-and-counseling/student-counseling-services/) 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 (SCS) provides counseling support to all full-time Creighton students. Counseling services are intended to assist all students in their growth, their adjustments to academic and life challenges, and their development of healthy strategies for living. Our services offer a flexible approach to care and are designed to encourage positive health and wellness practices. Student Counseling Services acknowledges the inherent worth and dignity of every intersecting identity of those we serve.

Student Counseling Services is located in our main office in Omaha in Markoe Hall and at our Phoenix Health Sciences Campus. We also offer services for our student-athletes in The Athletic Counseling and Performance Clinic located in The Ryan Center.

We offer a variety of services to assist with the choices and challenges of University life:

- Individually tailored counseling, guided by brief, strength-based practices
- Group therapy
- Psychiatry
- Workshops
- Consultations
- Assessments and Evaluations
- 24/7 Crisis Counseling Support
- Outreach
- Case Management
- Referral Assistance

Call Student Counseling Services at 402-280-CALM (2256) for an appointment or to access 24/7 crisis support after business hours, during holidays or school breaks. All counseling services are confidential. Counseling services are free to students. Psychiatry services are billed through insurance with applicable copays. Assessment and evaluation services are also provided for a fee.

Student Health Services

Student Health Services include:

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 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:

- Primary Care and Specialty Care Providers
- Onsite X-rays and CT scans
- Additional services: Registered dietitians, diabetes educators, physical and occupational therapists, and pharmacists

It is essential that students bring 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 and select option 2.

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://www.creighton.edu/student-experience/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 the Kiewit Fitness Center Office #225.

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, Shoo the Flu vaccinations, WellFest, and more
- Care coordination with CHI Health, other healthcare resources, and on campus resources
- Campus Health Aide Program

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, as well as a delay in housing assignments. The requirements follow CDC guidelines and are reviewed annually. The Student Health Education and Compliance Office is the official record keeper for Creighton University regarding student immunizations and University immunization requirements. Please consult Student Immunization Requirements (https://www.creighton.edu/student-experience/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 the Student Health Education and Compliance Office.

Immunization Exemptions: Exemptions to the University immunization requirements are considered for students who have a documented medical contraindication to receiving immunizations. Religious exemptions may also be accepted. Students may obtain an exemption form on the Student Health Immunization website. Completed exemption forms are to be submitted to immunizations@creighton.edu for review. Students are provided written notification of the acceptance or denial of the exemption request.

University Health Insurance Requirements

University Health Insurance Requirement

Comprehensive Health Insurance is required for **ALL Full-time students**[1,2,3] 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 over breaks and during the summer.
- Offers an unlimited lifetime maximum.

[1] Full-time student status is defined as 12 credits/semester for undergraduate students and 8 credits/semester for graduate students
[2] All nursing students are required to have comprehensive insurance regardless of student status
[3] All international students are required to maintain domestic insurance coverage regardless of student status

Creighton University Student Health Insurance Plan

- New and returning students are **auto-enrolled** in the University student health insurance plan (https://www.uhcsr.com/creighton/).
- If a student already has a comprehensive insurance plan, they must waive the coverage through the student's NEST account. International students (on an F-1 or J-1 visa) are not eligible to waive the health insurance coverage.
- The online waiver process begins in June and continues through the deadline in late August/early September. 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 Student 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 student health insurance plan and the tuition statement will reflect a charge for the entire premium.

Student Success

student success

The Division of Student Success is a dedicated team of professionals committed to student excellence and care. Our mission is to help students understand that they belong at Creighton and can thrive on

our campus. To this end we serve and support students in the spirit of *cura personalis* – care for the whole person – through opportunities and services which develop and empower students to achieve academic and career success. Student Success includes the following offices and departments:

THE SUCCESS CENTER

The Success Center is a one-stop resource center for all students (undergraduate, graduate, and professional). Located in the Reinert Alumni Library (L27), the Success Center works with students and their various needs working in concert with the variety of resource offices on campus as well as the schools and colleges. Students can access the Success Center via the Student and Family Support Desk by calling 402.280.1212 or by emailing Success@creighton.edu (success@creighton.edu).

OFFICE OF STUDENT AND FAMILY SUPPORT

The Office of Student and Family Support is located in The Success Center (lower Reinert Alumni Library, L27) and is dedicated to supporting all students and their families. The office supports the various student retention needs of students while also serving as a central point for families and parents to contact with questions or looking for support for their student. This office is also responsible for the Student and Family Support Desk (402.280.1212). Families can also reach this team via email at Family@creighton.edu.

Office of Academic Success

The Office of Academic Success provides opportunities for students to thrive in Creighton's rigorous academic environment through peer-to-peer tutoring, professional academic coaching, targeted programming, and campus partnerships. Our services provide students at any stage of their academic career with opportunities to maximize learning, set and reach goats, and improve overall student success. The Office of Academic Success is located in The Success Center (lower Reinert Alumni Library, L27) with satellite "hubs" located in the first-year residence halls. Students can access the Office of Academic Success team by calling 402.280.1212 or by emailing Success@creighton.edu (success@creighton.edu).

Center for Advising Resources and Support

The Center for Advising Resources and Support (CARS) works in concert with all of Creighton's undergraduate colleges to serve as a general advising resource and support center for students and faculty. CARS serves as a campus switchboard for advising, guiding students to advising resources. In addition, CARS coordinates Creighton's Ratio Studiorum Program (RSP) for first-year students, provides Pre-Professional Advising support for students who are considering graduate and professional school study, and facilitates training and education for Creighton's advising system – CreightonConnect. The Center for Advising Resources and Support (CARS) is located on the first-floor of the Hixson-Lied Science Building. Faculty and students can access the CARS team by calling 402.280.5566 or via email at CARS@creighton.edu, or visit online at www.creighton.edu/student-success/advising-resources-support (https://www.creighton.edu/student-success/advising-resources-support/).

John P. Fahey Career Center

The John P. Fahey Career Center provides undergraduate, graduate and professional students with career advising and services to help identify academic and career aspirations while introducing opportunities to gain experience and develop relationships with employers and alumni. The professionals in the Career Center empower, develop, and inspire students to create unique and unparalleled paths by assisting with career assessments and coaching, résumés and personal statements, career events and networking, interview preparation, internship and job search assistance, graduate/professional school guidance, and access to alumni mentors. For more information about the John P. Fahey Career Center, visit our office located in Harper Center Suite 1088, call 402.280.2722, email CareerCenter@creighton.edu (careercenter@creighton.edu), or visit online at www.creighton.edu/careercenter.

Office of STUDENT ACCESSIBILITY SERVICES

Creighton University is committed to providing services and resources to meet the needs of qualified students with disabilities, ensuring equal access to academic programs and University facilities. Guided by Section 504 of the Rehabilitation Act of 1973, the American with Disabilities Act of 1990, and the ADA Amendment Act of 2008, Student Accessibility Services coordinates the process through which all students request and receive reasonable accommodations, working closely with faculty and staff to meet individual needs. The Office of Student Accessibility Services is located on the 4th floor of the Old Gym and can be contacted via email at SAS@creighton.edu (sas@creighton.edu) or online at www.creighton.edu/student-success/student-accessibility-services (https://www.creighton.edu/student-success/student-accessibility-services/).

Office of Military and Veterans Affairs

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. For more information or questions about the Office of Military and Veterans Affairs please feel free to call 402.280.4063 or email Veterans@creighton.edu (veterans@creighton.edu).

TRiO Programs

The Creighton TRiO Programs are Federally grant-funded outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds. Creighton TRiO includes 5 specific programs targeted to serve and assist low-income individuals first-generation students, and individuals with disabilities to progress through the academic pipeline. Student Support Services works specifically with college students; Classic Upward Bound and Upward Bound Math Science serve high school students; Talent Search works with both middle and high school students; and the Educational Opportunity Center exists for adult learners. For more information, email us at Success@creighton.edu (success@creighton.edu).

Academic Coaching and Tutoring

Office of Academic Success: Academic Coaching and Tutoring

The programs and services within Academic Success focus on academic support, student monitoring and retention, and the academic transition to college. Students are encouraged to take advantage of:

- Our nationally certified **Tutoring Program** provides individual and group tutoring in over 70 courses, drop-in or by appointment, in a variety of formats.
- **Academic Counseling and Coaching**, where students learn tips and strategies appropriate for their learning styles and personal academic goals. **Academic Success Peer Mentors** provide study skills and academic guidance from a peer's perspective.
- Study Supports, including **Coordinated Study Groups**, **Open Study Hours**, and **Study Partner Sessions**, that help to add structure and accountability outside of the classroom.
- **Workshops and Seminars** that teach strategies to help students understand and manage the academic rigor of Creighton. These focus on time management, test anxiety, exam prep, and other fundamental study skills.
- **Academic Strategy Courses**, which are credit-bearing courses designed to help students understand their strengths and areas for improvement as learners.
- **The Success Hubs** are resource offices housed in the first-year residence halls and staffed by members of the Office of Academic Success.

About Us

The Office of Academic Success provides proactive and holistic support that students need to thrive in Creighton's rigorous academic environment. As a part of Student Success, Academic Success offers a variety of programs and services to help students maximize learning and reach their educational goals.

Contact Us

Office of Academic Success
creighton.edu/Success | academicsuccess@creighton.edu | 402.280.1212
The Success Center, Suite L27 in the Reinert-Alumni Memorial Library

Student Accessibility Services

Office of Student Accessibility Services

Creighton University is committed to providing services and resources to meet the needs of qualified students with disabilities, ensuring equal access to academic programs and University facilities. Guided by Section 504 of the Rehabilitation Act of 1973, the American with Disabilities Act of 1990, and the ADA Amendment Act of 2008, Student Accessibility Services coordinates the process through which all students request and receive reasonable accommodations, working closely with faculty and staff to meet individual needs. The Office of Student Accessibility Services is located on the 4th floor of the Old Gym and can be contacted via email at SAS@creighton.edu (sas@creighton.edu) or online at www.creighton.edu/student-success/student-accessibility-services (https://www.creighton.edu/student-success/student-accessibility-services/).

About Us

The Office of Student Accessibility Services (SAS) ensures equitable access and support for students with disabilities. As a part of Student Success, SAS provides reasonable accommodations, empowers student self-advocacy, and collaborates with campus partners to create a more inclusive community.

Contact Us

Student Accessibility Services (SAS)
creighton.edu/Success | sas@creighton.edu | 402.280.2166
Omaha Campus: Old Gym, 4th floor | Phoenix Campus: The Success Center, 6th floor

Advising and Ratio Studiorum Program (RSP)

Advising and Ratio Studiorum Program

Center for Advising Resources and Support (CARS)

The Center for Advising Resources and Support (CARS) works in concert with all of Creighton's undergraduate colleges to serve as a general advising resource and support center for students and faculty. CARS serves as a campus switchboard for advising, guiding students to advising resources. In addition, CARS coordinates Creighton's Ratio Studiorum Program (RSP) for first-year students, provides Pre-Professional Advising support for students who are considering graduate and professional school study, and facilitates training and education for Creighton's advising and retention system – CreightonConnect.

Freshman Advising & RSP

The Ratio Studiorum Program (RSP (https://catalog.creighton.edu/undergraduate/academic-policies-procedures/ratio-studiorum/)) is Creighton's academic advising and orientation program for first-year students. It introduces students to the requirements, challenges and rewards of life at Creighton. RSP 101-105 Culture of Collegiate Life is taught by RSP Faculty Advisors who serve as first- and second-year academic advisors and assist with the development of a student's 4-year academic plan. Students examine such topics as Creighton's Jesuit heritage and values, academic integrity, and the core curriculum. Reading, writing and class discussion entertain issues of self-exploration and self-discovery.

The name "Ratio Studiorum" emanates from a Jesuit "plan of studies" bearing the name "Ratio atque Institutio Studiorum Societatis Jesu" and adopted in 1599 as a formal program for study at the university level. In an analogous manner, Creighton's Ratio Studiorum Program is designed to help students understand how the Academy works, how the curriculum functions to form them as young women and men, and how they can expect to grow and develop in the university setting. The Program focuses on the need for students to plan their curriculum, their career, and a way of life that concentrates on ethical living, service to others, a search for truth and justice in public and personal life, and a search for the relationship with the Almighty. Informed choice is the goal, freedom and knowledge are the tools in this discernment, and faculty and professional staff are the guides.

First-year students begin the program through a Ratio Studiorum 100-level class. This is a one credit, graded course designed to facilitate

a smooth transition from high school by examining key elements of collegiate life, such as the meaning and value of a liberal arts education; the Jesuit, Catholic history and values; and the vocational aspirations and challenges common to all freshmen. The class meets in groups of about 15-20 students and is taught by an RSP Advisor who serves as the academic advisor throughout the student's first two academic years or until student is accepted into a major or a program. The course is spread over both semesters for students in Arts and Sciences, while students in the Heider College of Business and Nursing only take the course first semester. A Decurion or peer academic leader (a junior or senior invited by the RSP Advisor) joins him/her in this venture.

The 100-level courses are as follows:

Code	Title	Credits
RSP 101	An Introduction to the Culture of Collegiate Life (College of Arts & Sciences)	
RSP 102	An Introduction to the Culture of College Life (College of Nursing)	
RSP 103	An Introduction to the Culture of Collegiate Life (Heider College of Business)	
RSP 104	Introduction to the Culture of Collegiate Life (Honors Students in College of Arts and Sciences)	
RSP 105	Introduction to the Culture of Collegiate Life (Transfer Students (College of Arts and Sciences & Heider College of Business with less than 38 credit hours)	

Sophomore, Junior & Senior Advising

Once students are accepted into a major (generally during the sophomore year), students are assigned to a faculty advisor within their program. The faculty advisor serves as the student's primary academic advisor until graduation. Students should meet each semester with their primary academic advisor to ensure they are on track for their degree.

About Us

The Center for Advising Resources and Support (CARS) is focused on the University's commitment to holistic advising and support for all students. As part of Student Success (http://www.creighton.edu/Success/), CARS provides leadership for the delivery of pre-professional advising for future health professionals and lawyers.

Contact Us

Center for Advising Resources and Support
creighton.edu/Advising | cars@creighton.edu | 402.280.5566
Hixson-Lied Science Building, Suite G06

Career Advising

The John P. Fahey Career Center

The John P. Fahey Career Center, as an integral part of Student Success, provides students with career advising and services to help identify academic and career aspirations while introducing opportunities to gain experience and develop connections with employers and alumni. The professionals in the Career Center empower, develop, and inspire students to create unique and unparalleled paths by assisting with career assessments and advising, résumés and personal statements, career events and networking, interview preparation, internship and job search assistance, and graduate/professional school guidance.

Career and Major Exploration

The Career Center engages students as early as freshman year straight through to graduation. Career Advisors are available to meet with students on an individual basis in one convenient location. Students are strongly encouraged to take advantage of career services early in their academic careers, and can obtain assistance with clarifying career goals and options, personality and career assessments, and choosing or changing majors/minors.

Programs

The Career Center sponsors workshops and seminars on résumé writing, interviewing techniques, job/internship strategies, professional/dining etiquette, and graduate/professional school preparation in addition to offering an alumni mentoring program and courses on discernment and experiential learning. Career Fairs are offered in the fall and spring semesters that provide students the opportunity to network with more than 200 representatives from business, healthcare, nonprofit, government and graduate/professional schools.

Internships

The Career Center maintains information and listings for local, national, and international internships. Internships are available during the academic year and summer and vary in length from summer to semester to year-long. Students are encouraged to meet with a Career Advisor to strategize about their internship search and application preparation. All internships are listed online through Handshake (http://www.creighton.edu/careercenter/handshake/).

Employment

The Career Center provides information about local, national, and international employment opportunities, industry profiles and trends, information about specific companies, as well as access to Handshake, a comprehensive database of jobs, internships, and employers. Handshake also provides access to interview schedules, career fairs, recruiting events, and more.

About Us

The John P. Fahey Career Center, as part of Student Success, is committed to assisting students and alumni in exploring purpose and opportunities. The Fahey Career Center helps students develop career-related skills and implement goals that reflect their unique roles in the world of work and their commitment to a life of service to others.

Contact Us

John P. Fahey Career Center
creighton.edu/Success | careercenter@creighton.edu | 402.280.2722
Harper Center, Suite 1088

Creighton First-generation Advisory Council

Creighton First-Generation Advisory Council

Creighton defines a first-generation student as a student whose parents or guardians did not obtain a four-year degree from a college or university. The ***Creighton First-generation Advisory Council*** is a university-wide committee that provides support, resources, coaching, advising, and programming for first-generation students here at Creighton. The Advisory Council includes representation from Student Life, Student

Success, Mission & Ministry, Equity, Diversity, & Inclusion, and faculty from the schools and colleges.

Programs include Summer Preview and Welcome Week orientation sessions, a Fall First-generation mixer with faculty and staff, a celebration of the National First-Generation College Student day, and Creighton First-generation student dinners to name a few of the many efforts. For more information, please contact The Success Center at Success@creighton.edu (success@creighton.edu).

Military and Veterans Affairs

Military and Veterans Affairs Educational Benefits

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 – Veteran Readiness & Employment Program (VR&E)
- Chapter 33 – Post-9/11 GI Bill® (including the Yellow Ribbon Program)
- Chapter 35 – Survivors' & Dependents' Educational Assistance (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. 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 2022-2023 academic year, our Yellow Ribbon program provides eligible students with the following:

- Undergraduate students up to $24,000 additional tuition dollars per academic year ($12,000 from Creighton with a $12,000 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 Dentistry up to $5,000 per academic year ($5,000 from Creighton with a $5,000 match from the VA). Maximum of three awards each academic year.
- 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 Medicine up to $10,000 per academic year ($5,000 from Creighton with a $5,000 match from the VA. Maximum of six 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.

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

Principles of Excellence

On April 27, 2012, President Obama signed Executive Order 13607, Establishing Principles of Excellence for Educational Institutions Serving Service Members, Veterans, Spouses, and Other Family Members. The published Executive Order is available here (https://obamawhitehouse.archives.gov/the-press-office/2012/04/27/executive-order-establishing-principles-excellence-educational-instituti/). Creighton University is a proud signatory and abides by this Presidential Executive Order which addresses key areas relating to Federal military and veterans educational benefits programs. The University affirms our long-standing promise of supporting our military student population, while exercising transparency and full compliance with the individual principles outlined in the Principles of Excellence which are summarized below.

- Provide students with a personalized form covering the total cost of an education program.
- Inform eligible students of Federal financial aid and have a policy to alert students prior to packaging or arranging private student loans or alternative financing programs.
- Abstain from fraudulent and aggressive recruiting techniques and misrepresentations.
- Ensure accreditation of all new programs prior to enrolling students.
- Accommodate Service Members and Reservists while absent due to service requirements.
- Align institutional refund policies with those under Title IV, which governs the administration of federal student financial aid programs.
- Provide educational plans for all military and veteran education beneficiaries.
- Designate a point of contact to provide academic and financial advice.

The Office of Military and Veterans Affairs may be contacted at (402) 280-4063 or veterans@creighton.edu.

Pre-Professional Advising and Communities

Pre-Professional Advising & Communities

The Center for Advising Resources and Support (CARS) offers guidance and services to students who are interested in pursuing admission

to professional programs in the health sciences or law following their undergraduate studies through a variety of pre-professional communities. These communities are intended to help students navigate undergraduate prerequisites, build a strong application profile for a professional program, and explore and prepare for professional programs in the health sciences and law.

In addition to preparation for the professional health and law programs offered at Creighton University (Dentistry, Law, Medicine, Occupational Therapy, Pharmacy, Physical Therapy, Physician Assistant) students receive support for a variety of additional professional programs, including but not limited to chiropractic medicine, genetic counseling, optometry, podiatry, public health, and veterinary medicine.

The Center for Advising Resources and Support (CARS) also coordinates a series of pre-professional communities. Our Pre-Professional Communities bring together students with shared academic interests in health and legal careers. These sequential seminars build upon each other throughout each year of a student's undergraduate program to progressively provide students with the information, knowledge, and resources they need on their path to professional school. Through both in-person classes and online modules, the seminars assist students in exploring health and legal career options, gaining experience in their chosen profession, and preparing for the professional school application process. For more information please visit www.creighton.edu/Advising (http://www.creighton.edu/Advising/) or email us at CARS@creighton.edu (cars@creighton.edu).

The Pre-Professional Communities are:

- PDDS: Pre-Dental Seminar
- PHLC: Pre-Health Seminar
- PLAW: Pre-Law Information Community
- PMED: Pre-Medical Seminar
- POPT: Pre-Occupational Therapy Seminar
- PRX: Pre-Pharmacy Seminar
- PPT: Pre-Physical Therapy Seminar
- PPA: Pre-Physician Assistant Seminar

About us

The Center for Advising Resources and Support (CARS) is focused on the University's commitment to holistic advising and support for all students. As part of Student Success (http://www.creighton.edu/Success/), CARS provides leadership for the delivery of pre-professional advising for future health professionals and lawyers.

Contact us

Center for Advising Resources and Support
creighton.edu/Advising | cars@creighton.edu | 402.280.5566
Hixson-Lied Science Building, Suite G06

Pre-Dental General Requirements

Pre-Dental Requirements

The minimum educational requirement for admission to a dental school is the completion of 90 semester hours of college work and completion of all course requirements. Most pre-dentistry students complete a bachelor's degree prior to beginning dental school. Students pursuing admission to a dentistry program can major in any undergraduate discipline.

The Dental Admissions Test (DAT) will assess an applicant's knowledge in several areas, including but not limited to the subjects of one-year courses with laboratory in general biology, general chemistry, and organic chemistry. Prerequisites vary among dentistry programs. Students should consult with a pre-health advisor in planning their course of study.

The minimum requirements for Creighton University's School of Dentistry are as follows:

Educational Requirements

By the end of the spring term preceding the fall in which they intend to enter the Creighton School of Dentistry, all applicants must have earned at least two years' worth of credits from an accredited college of arts and sciences. This includes a required 64 semester hours (or 96 quarter hours) in academic courses exclusive of physical education and military science.

Required Courses

- General Biology with lab - two courses
- General Chemistry with lab - two courses
- Organic Chemistry with lab - two courses
- Physics with lab – two courses
- English – two courses

Recommended Courses

- Biochemistry
- Microbiology
- Anatomy
- Students are also encouraged to pursue study in the social sciences, humanities, and mathematics.

Extracurricular Requirements

Students applying to dental school should also have a foundation in the following activities:

- Commitment to service of others through both medical and non-medical volunteer activities
- Dental shadowing experiences
- Patient contact through clinical and/or medical experiences

Scientific research, though not required for admission to Creighton University's School of Dentistry, is also highly valued by the Admissions Committee.

Pre-Law Study

Pre-Law Study

Law Schools consider all applicants who hold a bachelor's degree or its equivalent from an accredited college or university. Additional standards and conditions for admission may be imposed in some states. Similarly, Creighton School of Law requires proof of a bachelor's degree prior to beginning legal studies. However, some law schools, including Creighton School of Law, will consider students enrolled in an approved 3/3 program for admission without receipt of a bachelor's degree.

No single major or set of courses is required or recommended to those who wish to prepare for legal study. However, students should select courses which contribute to their skill in comprehension and expression in language, a thorough understanding of human institutions and values, and a capacity for clear, logical and creative thought.

Individualized advice on courses and programs is available from the pre-law advisors in the College of Arts and Sciences, the Heider College of Business, or the Center for Advising Resources and Support.

Pre-Health Sciences

Pre-Health Sciences

Science in service to humanity through the healthcare professions is a tradition at Creighton. The scientific and social challenges of today and tomorrow demand not only excellent professional training but also intellectual versatility, firmness of values, and commitment to lifelong learning, all which lie at the heart of Creighton's undergraduate liberal education. For reasons such as these, health professions schools prefer applicants who have completed an undergraduate degree with a broad general education before entering professional school. In evaluating applicants, consideration will be given to all of the qualities considered to be necessary including intellectual curiosity, emotional maturity, honesty, proper motivation for the chosen profession, and proven scholastic ability.

Pre-Medical General Requirements

Pre-Medical Requirements

The minimum educational requirement for admission to medical school is the completion of a bachelor's degree and all course requirements. Students pursuing admission to medical school can major in any undergraduate discipline.

The Medical College Admissions Test (MCAT) will assess an applicant's knowledge in several areas, including but not limited to the subjects of one-year courses with laboratory in general biology, general chemistry, organic chemistry, and general physics. College studies prior to matriculation in medical school should also include subjects appropriate to a liberal arts education.

Prerequisites vary among medical schools. Students should consult with a pre-health advisor in planning their course of study.

The minimum requirements for Creighton University's School of Medicine are as follows:

Educational Requirements

All course requirements need to be completed by June 1 of the matriculating year. In addition, all course requirements must be completed at an accredited college or university located within the United States or Canada.

Required Courses

Creighton University School of Medicine has no defined prerequisite course requirements. However, as preparatory to the MCAT and a rigorous medical school curriculum, they recommend the following recent (past 3 years) coursework in an accredited 4-year college/university in the United States or Canada: Strong background in biology including introductory and advanced courses, e.g., physiology, immunology, and genetics. Strong background in chemistry including introductory and advanced courses, e.g., biochemistry. Additionally, coursework in English, humanities and statistics is strongly recommended. Minimum total coursework credits in biology, chemistry, physics, and math should be 40-45 hours.

Recommended Courses

Preference for admission will be given to applicants who complete at least one advanced science course, in addition to the required coursework, that builds a foundation within human or molecular-cellular biology.

Extracurricular Requirements

The Committee on Admissions of Creighton University's School of Medicine, like most other medical schools, requires applicants to have a foundation in the following activities:

- Commitment to service of others through both medical and non-medical volunteer activities
- Physician shadowing experiences
- Patient contact through clinical and/or medical experiences

Scientific research, though not required for admission to Creighton University's School of Medicine, is also highly valued by the Committee on Admissions.

Pre-Occupational Therapy General Requirements

Creighton Doctor of Occupational Therapy Prerequisites

Prerequisite Coursework:

Entrance into the Doctorate in Occupational Therapy program at Creighton requires a minimum of 60 semester hours of prerequisite courses. Prerequisite courses must be completed with a grade of C or better (a C- grade is **not** acceptable). All prerequisite coursework must be completed by August 1 of the desired year of entry.

Theology, Philosophy and/or Ethics (such as Magis Core Foundations THL or PHL)	3
Culture, Ideas and/or Civilizations (includes history, world religions, American studies, world literature, or women's studies)	3
Human Anatomy (EXS 331, EXS 111, or PHA 310; for other options ask the School of Pharmacy & Health Professions Admissions Office)	3-4
English Composition (ENG 150)	3
Statistics (MTH 360, MTH 361, EXS 407, HAP 314, PSY 315, BIO 311)	3
Psychology (PSY 201 and either PSY 271, PSY 510, PSY 341, PSY 342, or PSY 351)	6
Medical Terminology (OTD 215)	1
Electives (Creighton undergraduate students must complete 6 hours of Theology among the elective hours. The Theology courses taken to fulfill these 6 hours cannot also apply towards the "Theology, Philosophy, and Ethics" requirement.)	38

Selection of Applicants

Fulfillment of basic requirements does not guarantee an interview or admission. Admission is based on academic and personal qualifications considered necessary for successful, competent practice as an occupational therapist. Grade point average, work experiences, honors, awards, service to others, knowledge of the OT profession, and leadership activities are considered in the overall evaluation of the applicant's suitability for the program. Candidates are also evaluated based on the fit between their personal goals and the mission and objectives of the OTD program.

Application Requirements

To apply, students must submit an online application through OTCAS (https://portal.otcas.org/), the Occupational Therapy Centralized Application Service. As part of the OTCAS application, students must submit the following:

- An official transcript from each institution the applicant has attended and/or is currently attending must be submitted to OTCAS.
- Three letters of recommendation (submitted through OTCAS). We prefer that one letter come from a college professor who can attest to your ability to enter a competitive professional program. If you have been out of school for some time, letters from a work setting can be helpful. Do not submit letters from family members or friends.
- Respond to Creighton Program Specific Questions through OTCAS
- Observation in an OT setting – There is no minimum number of hours required for observation, just that the candidate has spent some time in an OT setting. The Admission Committee will be evaluating candidates based on level of knowledge and experience acquired in Occupational Therapy.

Pre-Pharmacy General Requirements

Creighton Doctor of Pharmacy Prerequisites

Prerequisite Coursework

A minimum of 63 semester hours or 95 quarter hours are required before entering the program. Prerequisite courses (listed below) must be completed with a grade of "C" or better (a C- grade is **not** acceptable). The Admission Committee will not review applications until a grade of "C" or better is earned in Organic Chemistry I. All prerequisite coursework must be completed by August 1 of the desired year of entry.

General Biology I & II with labs (BIO 201/BIO 205 and BIO 202/ BIO 206)	8
Human Anatomy (PHA 310 or EXS 331)	3
General Chemistry I & II with labs (CHM 203/CHM 204 and CHM 205/ CHM 206)	8
Organic Chemistry I & II with labs (CHM 321/CHM 322 and CHM 323/ CHM 324)	8
Calculus (MTH 231 or MTH 245)	3-4
English (ENG 150, and ENG 221/ ENG 223/ENG 225/ENG 226/ ENG 227/ENG 229. A Magis Core Critical Issues in Human Inquiry course for the Speech requirement, even if an ENG course, does not count towards this English requirement.)	6
Speech (COM 101 PLUS one course in the Magis Core Critical Issues in Human Inquiry category). A THL/ Theology course that is taken to fulfill the "Critical Issues in Human Inquiry" requirement cannot apply towards the six hours of THL/ Theology needed for Pre-Pharmacy electives.	4
Psychology (PSY 201)	3
Microeconomics (ECO 203) or Macroeconomics (ECO 205)	3
Electives (Including at least nine semester hours from humanities or behavioral or social sciences. Creighton undergraduates must complete 6 hours of Theology among the elective hours.)	18

Selection of Applicants

Fulfillment of basic requirements does not guarantee an interview or admission. Admission is based on rigor of coursework, quality of academic institution, cumulative GPA, prerequisite science and math GPA, recommendations, applicant statement, and interview.

Application Requirements

To apply, submit an online application through PharmCAS, a pharmacy centralized application service, at www.PharmCAS.org. As part of the PharmCAS application, students must submit the following:

- Official Transcripts (submitted via PharmCAS) must be received from each institution the applicant has attended.
- Two letters of recommendation (submitted via PharmCAS). We prefer that one letter come from a college professor who can attest to your ability to enter a competitive professional program. If you have been out of school for some time, letters from a work setting can be helpful. Do not submit letters from family members or friends.
- Creighton program-specific questions (submitted via PharmCAS). Please note that your application will not be considered complete until all items are received.
- Official Pharmacy College Admission Test (PCAT) scores are not required for admission consideration. Applicants wishing to submit official PCAT scores should do so using PCAT code 104.

Pre-Physical Therapy General Requirements

Creighton Doctor of Physical Therapy Prerequisites

Prerequisite Coursework:

A minimum of 90 semester hours or 136 quarter hours are required before entering the program. Students who do not hold a baccalaureate degree must take coursework that includes in-depth upper division study in one discipline comparable to a minor at Creighton University prior to matriculation (18 semester hours). Prerequisite courses (listed below) must be completed with a grade of "C" or better (a C- grade is **not** acceptable). All prerequisite coursework must be completed by August 1 of the desired year of entry.

General Biology I & II with labs (BIO 201/BIO 205 and BIO 202/ BIO 206)	8
General Chemistry I & II with labs (CHM 203/CHM 204 and CHM 205/ CHM 206)	8
General Physics I & II with labs (PHY 201/PHY 205) and PHY 202/ PHY 206 or PHY 213/PHY 205 and PHY 214/PHY 206)	8
Human or Mammalian Physiology (BIO 449 or EXS 320)	3-4
Human Anatomy (EXS 331 or PHA 310)	3
English (ENG 150, and ENG 221/ ENG 223/ENG 225/ENG 226/ ENG 227/ENG 229)	6
Statistics (MTH 360, MTH 361, EXS 407, BIO 311, PSY 315, HAP 314; for other options ask the School of Pharmacy & Health Professions Admissions Office)	3
Electives (Creighton undergraduate students must complete 6 hours of Theology among the elective hours.)	51

Selection of Applicants

Fulfillment of basic requirements does not guarantee an interview or admission. Admission is based on rigor of coursework, quality of academic institution, cumulative GPA, prerequisite science GPA, GRE score, recommendations, applicant statement, and interview.

Application Requirements

To apply, submit an online application through PTCAS, a physical therapy centralized application service, at www.PTCAS.org and submit the following to PTCAS:

- An official transcript must be received from each institution the applicant has attended and/or is currently attending. Official transcripts must be received directly from the issuing institution(s). All fall and winter term transcripts, and transcripts for any coursework taken prior to application should be directed to PTCAS. All spring and summer term transcripts should be directed to the School's Office of Admission if the student intends on enrolling in the DPT program.
- Three letters of recommendation (one recommendation must be from a physical therapist). We prefer that one letter come from a college professor who can attest to your ability to enter a competitive professional program. If you have been out of school for some time, letters from a work setting can be helpful. Do not submit letters from family members or friends. Letters of recommendation are to be submitted via PTCAS.
- Proof of a minimum of 60 hours of observation supervised by a physical therapist.
- Respond to school-specific questions on PTCAS.
- Official GRE scores to PTCAS, using GRE code 7757.

Pre-Physician Assistant General Requirements

Pre-Physician Assistant Requirements

The minimum educational requirement for admission to a physician assistant program is the completion of a bachelor's degree and all course requirements. Students pursuing admission to a physician assistant program can major in any undergraduate discipline.

Prerequisites vary among physician assistant programs. Students should consult with a pre-health advisor in planning their course of study.

The minimum requirements for Creighton University's Physician Assistant Program are as follows:

Educational Requirements

A bachelor's degree from a regionally accredited institution within the U.S. or Canada must be completed by the end of the spring term prior to matriculation. All prerequisite courses must be completed at an accredited institution within the United States or Canada with a grade of C or higher by July 15 of the matriculating year. All prerequisite science courses must be completed at an accredited four-year institution.

Required Courses

- Human Anatomy with lab*
- Physiology with lab*
- Microbiology with lab
- Organic Chemistry with lab
- Biochemistry
- Abnormal Psychology
- Statistics
- Medical Terminology

* A two-semester sequence of combined Human Anatomy and Physiology (with labs) will be accepted in place of individual Anatomy and Physiology courses.

Note: General Biology I & II with labs are prerequisites for upper-level Biology courses. General Chemistry I & II with labs are prerequisites for Organic Chemistry.

Recommended Courses

- Immunology
- Genetics
- Developmental Psychology

Extracurricular Requirements

Extensive patient care experience is required for physician assistant programs, and a minimum of 250 hours of patient care experience must be accrued at the time of application submission for Creighton University's Physician Assistant program. Students applying to physician assistant programs should also have a foundation in the following activities:

- Commitment to service of others through both medical and non-medical volunteer activities
- Physician Assistant shadowing experiencesink

Student and Family Support

Student and Family Support

The Office of Student and Family Support is a part of The Success Center located in the Reinert Alumni Library (L27) and is dedicated to supporting all students. The office supports the various student retention needs of students while also serving as a central point for families and parents to contact with questions or looking for support for their student.

The Office of Student and Family Support provides several resources and programs including, but not limited to, Calling All Jays, The Iggy Campaign, Student Affinity & Identity Dinners, Strive to Thrive, and other retention initiatives.

This office is also responsible for the Student and Family Help Desk (402.280.1212).

About Us

The Office of Student and Family Support (OSFS) is focused on the University's commitment to offering support to all students, parents, and families. As part of Student Success, (http://www.creighton.edu/Success/) Student & Family Support uses a holistic approach to problem-solve through challenges that arise during a student's time at Creighton.

Contact Us

Office of Student and Family Support
creighton.edu/Success | family@creighton.edu| 402.280.1212
The Success Center, Suite L27 in the Reinert-Alumni Memorial Library

The Success Center

The Success Center

The Success Center is a one-stop resource center for all students (undergraduate, graduate, and professional). Located in the Reinert Alumni Library (L27), the Success Center works with students and their various needs working in concert with the variety of resource offices on campus as well as the schools and colleges. The Success Center is also home to the Office of Academic Success, the Office of Student & Family Support, and the Office of the Vice Provost for Student Success.

Students can access The Success Center via the Student and Family Help Desk by calling 402.280.1212 or by emailing Success@creighton.edu (success@creighton.edu).

TRiO Student Support Program

TRiO Student Support Services Program

The TRiO Student Support Services (https://www.creighton.edu/trio/) Program (https://www.creighton.edu/trio/) at Creighton seeks to provide academic, emotional, cultural, and financial support for students who meet established Federal and program guidelines. Enrolled participants receive academic advising, personal and career counseling, tutorial assistance, and assistance in applying for financial aid. TRiO Student Support Services' academic and financial literacy services assist participants with persisting year-to-year, maintaining good GPA standing, and graduating on-time.

In order to be eligible for program services, students must demonstrate need for program services and meet one or more of the following criteria: first-generation student status (neither parent has graduated from a four-year college with a baccalaureate degree); meet income guidelines established by the U.S. Department of Education; or has a disability and needs academic accommodation.

The TRiO SSS offices are located on the second floor of the Old Gym. Call 402.280.2749 for more information or email us at Success@creighton.edu (success@creighton.edu).

Creighton TRiO funded programs are a part of the Division of Student Success. Student Support Services is the second oldest of Creighton's five TRiO programs. Creighton is also home to TRiO Upward Bound Classic, Upward Bound Math & Science, Talent Search, and Educational Opportunity Center.

About Us

Established in 1979, TRiO Student Support Services (SSS) provides academic, emotional, cultural, and financial support for first-generation and income eligible students and students with disabilities. As part of Student Success, SSS creates a community focused on resilience, persistence, and graduation.

Contact Us

Creighton University TRIO Student Support Services (SSS)
creighton.edu/Success | SSSinfo@creighton.edu | 402.280.2749
Old Gym, Suite 203

Tuition and Fees - Undergraduate

2024-25 Tuition and Fee Amounts

Tuition and fees and board and room charges are payable in advance for an entire semester or summer session.[1] (See Financial Arrangements (p. 70).) All rates are subject to change without notice.

Full-Time Tuition is for 12-18 credit hours **per semester**	
Arts & Sciences[3]	$23,400
Heider College of Business	$23,400
Nursing	
>Nursing-Traditional Program	$23,400
>Nursing-Accelerated Program - (entered Jan 2024)	$18,475
>Nursing-Accelerated Program - (entering Aug 2024 or Jan 2025)	$18,475
>Paramedicine Program	$23,400
College of Professional and Continuing Education, full-time[2]	$15,989
Part-Time Tuition per credit hour is for credit hours under 12 or over 18	
Arts & Sciences	$1,464
Heider College of Business	$1,464
College of Nursing	$1,464
College of Nursing - Paramedicine Program	$1,464

College of Professional and Continuing Education	$1,000
Fees for Full-Time Students per Semester (12 or more credit hours)	
University Fee	$720
University Technology Fee	$308
Accelerated Nursing Academic Program Fee	$883
Nursing Adademic Program Fee	$372
Paramedicine Program Fee	$372
Fees for Part-Time Students per Semester (1 to 11 credit hours)	
University Fee	$76
University Technology Fee	$127
Nursing Academic Program Fee	$185
Paramedicine Program Fee	$185
Other Fees	
Lab Fee - per course, capped at $140 per semester	$70
Career Portfolio Fee (Heider College of Business students only)	$170
HCOB Technology Fee - per course, capped at $60 per semester (all students taking business course that are not enrolled in HCOB)	$20
Studio Arts Materials Fee (per art course)	$35
Orientation Fee (one-time fee charged to all new, full-time, undergraduate students)	$300
International Orientation Fee (New international students in addition to Orientation Fee)	$100
Student Health Insurance Premium for six months[4] - estimate	$1,896
Late Application for Graduation Fee	$50
Transcripts	$7
Late Payment Fee - see policy	$150
Applied Music Fee - per each 100 & 200 level "Applied" course, each semester	$175
Board Rate and Room Rate per semester	See Living Accomodations in this Catalog

All students are subject to the University Fee, laboratory, technology, non-recurring, penalty, and special service fees each semester. Full-time students (in a semester) are subject to extra tuition when registering for credit hours greater than the normal full-time limitation of 18 credit hours.

Part-time students (students registering for less than 12 credit hours in any semester) and all summer session students are charged tuition on a per-credit-hour basis and are subject to registration, laboratory, and any other applicable fees among the following:

Any student, full- or part-time, may be subject to the following nonrecurring, penalty or special service fees in any semester or summer session when applicable:

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

Loss or damage to University property and equipment and excessive use of laboratory materials are charged to the student or students responsible.

Property and equipment, including library books, military uniforms, laboratory apparatus, etc., loaned to a student for use during a period of instruction must be returned by the time specified. In case of delinquency, grade reports, transcripts, and diplomas shall not be released until proper return or restitution is made.

In compliance with the Veterans Benefits and Transition Act of 2018, Creighton University will not impose a late fee, deny access to facilities or services, or assess any other penalty against an eligible student using Chapter 31 (Vocational Rehabilitation & Employment) or Chapter 33 (Post-9/11 GI Bill®) benefits due to a late payment of tuition and/or fees from VA, so long as the payment is received by Creighton University within 90 days after the date on which the University certifies or invoices for tuition and applicable fees. This restriction does not apply in cases where the student owes additional payment to the University beyond the anticipated amount of the tuition and applicable fee payment from the VA which includes but is not limited to: room, board, and/or parking permit.

[1] Registration is not complete until financial arrangements have been made.

[2] College Professional and Continuing Education students may be eligible for a remission of 33 percent of the regular assessed rate. Remission is limited to six credit hours. For further details contact the College Professional and Continuing Education.

[3] Students deemed to be "in good standing" in the Honors Program may have tuition for credit hours in excess of 18 waived at the recommendation of the Honors Director.

[4] This charge for each full-time student 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.

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

Estimating Basic Costs

The basic costs for a Freshman year (two semesters) in the College of Arts and Sciences, Heider College of Business and College of Nursing are:

Tuition (full-time program at rate effective August 2024)	$46,800
University Fee	$1,440
University Technology Fee	$616
Room & Board (Standard meal plan & double room, weighted average of freshmen dorm rates)	$13,652

Orientation Fee (All freshmen, 1st semester enrolled)	$300
Total for academic year (two semesters)	$62,808

The basic costs payable each semester would be approximately one-half of these totals.

In estimating the overall costs one should include allowances for personal expenses, including such items as clothes, laundry and dry cleaning, recreation and entertainment, transportation, etc. These costs will vary greatly among students. Books and school supplies average about $1,200 per year.

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 in 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. For further information on payment plans click here (https://www.creighton.edu/businessoffice/statementandpaymentinformation/paymentplan/) to access the Student Financial Services Office webpage.

Students are encouraged to pay tuition and other expenses online via the NEST. 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.

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 based on the date he/she made their formal withdrawal. Students who formally withdraw from the University before the official start date of the semester or term will not be liable for the tuition or fees associated with each course. If a student withdraws after the official start date of the semester or term, tuition refunds will be posted to the student's tuition and fees account based on the schedule as shown on the Business Office webpage.

REFUND POLICY

Semester/Term	Tuition & Fees 100% Refund	Tuition 80% Refund	Tuition 60% Refund	Tuition 40% Refund	Tuition 20% Refund	Not Eligible for Refund
Full Semester	1st - 7th calendar day of semester	8th - 14th calendar day of semester	15th - 21st calendar day of semester	22nd - 28th calendar day of semester	29th - 35th calendar day of semester	36th calendar day and after
10-, 11- or 12-week	1st - 5th calendar day of term	NA	6th - 10th calendar day of term	NA	11th - 15th calendar day of term	16th calendar day of term or after
7- or 8-week	1st - 4th calendar day of term	NA	5th - 7th calendar day of term	NA	8th - 10th calendar day of term	11th calendar day of tern or after
4-, 5- or 6-week	1st - 3rd calendar day of term	NA	4th - 5th calendar day of term	NA	6th - 7th calendar day of term	8th calendar day of term or after
3-week	1st and 2nd calendar day of term	NA	3rd and 4th calendar day of term	NA	NA	5th calendar day of term and after
1 or 2-week	1st calendar day of term	NA	NA	NA	NA	2nd calendar day of term or after

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 Doctor of Medicine program withdrawal/refund policy, please visit the School of Medicine Tuition Refund Policy (https://www.creighton.edu/sites/default/files/Tuition-Fees-Refund-Policy.pdf).

Continuing Education Refund Policy: Continuing education and professional development courses may be cancelled by the attendee in writing up to 7 days before the course begins for a full refund, less a $25 processing fee. Some courses are not eligible for a refund; these exceptions are noted in specific course descriptions. If a course is cancelled by the University for non-weather related issues, the student will be notified and a full refund will be processed. In the event of a weather related closure, the course will be rescheduled.

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.

Undergraduate 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 refund schedule. Students assessed tuition per credit hour, including part-time students, graduate students, law students, and students in a

summer session, will be charged for courses dropped in accordance with the refund schedule. In the event of total withdrawal, students will be refunded in accordance with the refund schedule.

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.

Late Payment Policy

A late payment fee will be added to charges assessed at registration that remain unpaid after the last payment date. (See Late Payment Policy (https://www.creighton.edu/businessoffice/policies/latepaymentfees/))

A late payment fee of $150 will be assessed monthly to accounts that remain unpaid. Students with questions regarding their financial responsibilities are invited to contact the Student Financial Services Office at 402.280.1110 to request an appointment for individual counseling.

Undergraduate Curriculum and Degree and Certificate Requirements

University Learning Outcomes

The University Assessment Committee has articulated six university-level outcomes (p. 8) that are common to all undergraduate, graduate, and professional student experience.

Undergraduate Degree Requirements

Knowledge and completion of all degree requirements is the responsibility of the student. To assist, Creighton provides advisor assistance and on-line degree evaluations.

The following degree requirements are required for a bachelor's degree:

- Minimum of 128 semester credit hours
  - minimum of 48 semester credit hours earned at Creighton, including the final 32
  - minimum of 48 semester credit hours in courses numbered 300 or above
  - minimum semester credit hours earned at Creighton in the major, as follows:
    - College of Arts and Sciences: minimum of 15
    - Heider College of Business: minimum of 15-18
    - College of Nursing: minimum of 20
    - College of Professional and Continuing Education: minimum of 15
  - Cumulative grade point average of 2.00
  - Completion of Magis Common Core Curriculum (see below) and applicable Magis College Core Curriculum (consult the respective College page)
  - Completion of major requirements
  - Submit application for graduation

Undergraduate Certificate Requirements

Persons who may not initially want to follow a bachelor's degree program may enroll in one of the undergraduate certificate programs. Those without prior college work may elect to complete a certificate program first and have the option of continuing with the complete degree program. (Courses required in most of the certificate programs meet some of the major requirements in the degree programs.) Others who have previously completed a
Bachelor's degree may want to enroll in a certificate program for personal enrichment or in order to show a concentration in another area of study.

Undergraduate certificate programs are offered in the College of Arts and Sciences, Heider College of Business, and College of Professional and Continuing Education.

A minimum GPA of 2.00 is required to earn an undergraduate certificate. A grade of "C" or better is needed in all courses to count toward the certificate. No course may be taken Pass/No Pass. All course requirements will be taken at Creighton, as transfer credit is not allowed for certificate programs.

Individuals who want to enroll in a certificate program should complete an Application for Admission or current students may consult their Dean's Office.

Magis Common Core Curriculum

Note: The Magis Core Curriculum applies to students matriculating as an undergraduate degree-seeking student, Fall 2014 and after.

The Magis Core Curriculum serves as the cornerstone of Creighton University education, laying a shared foundation for all undergraduate students in order to shape responsible citizens of the global community. In the Jesuit tradition, Magis is "the more", aspiring toward excellence. As Catholic, the Magis Core Curriculum provides a framework to challenge students to pursue truth in all forms through the living tradition of the Catholic Church. As Jesuit, the Magis Core Curriculum is deeply rooted in Ignatian values and the Jesuit intellectual tradition, engaging students through intimate learning communities in critical dialogue about the ultimate questions of life.

The components that constitute the Magis Core Curriculum are intentionally selected to provide a congruous liberal educational experience for all undergraduate students. Students across all colleges interact, challenge ideas, and gain a deeper appreciation for diverse perspectives and experiences, thus promoting a culture of inquiry and mutual respect. A variety of course delivery methods, including distance education, are designed to foster student engagement. The Magis Core Curriculum promotes students' ethical reasoning and critical thinking, and prepares students to respond to life's challenges with discerning intelligence and thoughtful reflection. Committed to the inherent worth and dignity of each person, students gain an appreciation of ethnic and cultural diversity in all its forms, and develop a commitment to exploration of transcendent values and the promotion of justice.

The Magis Core Curriculum is organized into four levels, with various Components in each level. Each College may designate additional College Core Components. Students must earn the designated number of credits in each Common Core and College Core categories using approved courses. Only courses successfully completed with credit earned from a passing grade may fulfill the required coursework.

The most up-to-date list of courses that satisfy each Foundations, Explorations, Integrations or Designated Course requirement of the Magis Core Curriculum is available in the Course List for that level of the Magis Core Curriculum, linked above.

Foundations	Explorations	Integrations	Designated Courses (1 course each)
Contemporary Composition (3 credits)	Understanding Natural Science (2 credits)	Intersections (3 credits)	Designated Ethics
Critical Issues in Human Inquiry (3 credits)	Understanding Social Science (3 credits)		Designated Oral Communications
Oral Communication (1 credit)	Global Perspectives in History (3 credits)		Designated Written Communication
Mathematical Reasoning (2 credits)	Literature (3 credits)		Designated Statistical Reasoning
Philosophical Ideas (3 credits)	Ethics (3 credits)		Designated Technology
The Christian Tradition (3 credits)	The Biblical Tradition (3 credits)		

Foundations

The Foundations components are foundational in several ways. First, they insure that students have foundational skills in self-expression, that is, in writing and in speaking. Second, students are introduced to three domains of critical thinking that have, from the beginning of the Jesuit educational tradition, been seen as foundational: (a) thinking critically about human experience through the study of history and literature; (b) thinking critically about religion through the study of theology; and (c) thinking critically about thinking itself through the study of philosophy. The Foundations components should normally be completed within the first year of undergraduate study.

Contemporary Composition (3 credits)

This component introduces students to the essentials of academic writing. While themed around specific topics (see examples below), all courses will present the theory and the practice of rhetoric and composition, teaching students how to construct well-organized and well-supported arguments. PREREQUISITE: None. Consult the Foundations Course List (p. 74) for a complete list of Contemporary Composition courses.

Critical Issues in Human Inquiry (3 credits)

This multi-disciplinary component of the first-year experience will introduce students to significant questions in humanistic scholarship through a high-impact educational experience. Critical Issues in Human Inquiry courses emphasize critical and creative thinking, written and oral communication, and engagement with diversity and social justice. COREQUISITE: Oral Communication. Consult the Foundations Course List (p. 74) for a complete list of Critical Issues in Human Inquiry courses.

Oral Communication (1 credit)

The Oral Communication component introduces the subject matter of how to give a speech and lays the foundation on which students can then build a speaking competency. Argument construction (and fallacies), speech organization, verbal and visual support, use of technology, delivery, audience analysis, topic selection, research, information literacy and *eloquentia perfecta* would all be covered. Students will deliver speeches in their Critical Issues in Human Inquiry course based on what they have learned in their Oral Communication course. COREQUISITE: Critical Issues in Human Inquiry course. Consult the Foundations Course List (p. 74) for a complete list of Oral Communication courses.

Mathematical Reasoning (2 credits)

The Mathematical Reasoning component is (1) problem-based in that it explicitly discusses real-world applications of mathematics relevant to students in business, nursing, the humanities, social sciences, or natural sciences, depending on the intended audience; and (2) focuses on communicating mathematically in myriad forms. PREREQUISITE: None. Consult the Foundations Course List (p. 74) for a complete list of Mathematical Reasoning courses.

Philosophical Ideas (3 credits)

The Philosophical Ideas component explores philosophical ideas about the nature of reality, the scope of human knowledge, and the nature of a good human life through the study of primary philosophical texts. Students will study the theories and concepts that philosophers of the Western tradition have used to explore such ideas. The course will culminate in students' developing and defending their own answers to some of the philosophical questions explored in the course. PREREQUISITE: None. Consult the Foundations Course List (p. 74) for a complete list of Philosophical Ideas courses.

The Christian Tradition (3 credits)

The Christian Tradition component gives students a first taste of the lively, complex, and often tumultuous ways that Christians have, over the centuries, sought to bring critical reason to the understanding of their faith. It surveys the major teachings, history, practices, and personalities of the Christian tradition; it sets these out within a balanced account of the three principal traditions of contemporary Christianity (Orthodox, Catholic, Protestant). PREREQUISITE: None. Consult the Foundations Course List (p. 74) for a complete list of The Christian Tradition courses.

Explorations

The life of the mind requires exploring, and at this level, students are asked to begin exploring widely. The genius of the university is its wide-ranging and enormously sophisticated array of disciplines. In this phase of study, students begin to explore that array, its vast and varied approaches to the profound reaches of human knowledge. All students have certain intellectual strengths that feel natural to them. All too often, students can be reluctant to explore more widely, to move outside their comfort zones. This level of exploration will push students to discover new domains and to uncover their own often hidden capabilities. The Explorations components should normally be completed within the first three years of undergraduate study.

Ethics (3 credits)

An essential first step toward helping students to become men and women for others in order to create a better, more just world is the critical study of various fundamental philosophical or theological theories about the nature and sources of moral obligation, moral virtue, justice, wisdom, and a good human life. The Ethics component involves both the study of fundamental moral theories and the use of those theories in complex practical situations. PREREQUISITE: Philosophical Ideas course. Consult the Explorations Course List (p. 75) for a complete list of Ethics courses.

Global Perspectives in History (3 credits)

The Global Perspectives in History component will introduce students to the distinctive disciplinary methods of historical inquiry with the intention of guiding them toward the ability to explain how significant historical developments have shaped human societies and cultures. Global Perspectives in History courses will offer a broad view of the past that supports an examination of change and continuity over a significant period of time; link particular regions with larger chronological and geographical trends in history; and analyze a combination of relevant thematic concerns such as race, gender, nation, politics, and economy. PREREQUISITE: Critical Issues in Human Inquiry course. Consult the Explorations Course List (p. 75) for a complete list of Global Perspectives in History courses.

Literature (3 credits)

Through an in-depth look at a specific period, form or theme in literature, the Literature component will examine how imaginative language represents and shapes the richness of what it means to be human. Attention will be paid to the transformative power of the human imagination and the role of the imagination in how we understand and explain our world. PREREQUISITE: Critical Issues in Human Inquiry course. Consult the Explorations Course List (p. 75) for a complete list of Literature courses.

The Biblical Tradition (3 credits)

The Biblical Tradition component introduces students to the Bible, the Old and New Testaments, through the discipline of Biblical Studies. It examines the central narratives of the Bible, but its unique emphasis is on introducing students to the sophisticated historical, social-contextual, and critical methodologies that shape any contemporary interpretation of the Bible. PREREQUISITE: The Christian Tradition course. Consult the Explorations Course List (p. 75) for a complete list of The Biblical Tradition courses.

Understanding Natural Science (2 credits)

The Understanding Natural Science component helps students to understand the nature of science, the strengths and limitations of the scientific approach, the differences between science and other ways of understanding the world, the key role of science in technological developments and *vice versa*, and the mutual influence of science and society on each other. PREREQUISITE: None. Consult the Explorations Course List (p. 75) for a complete list of Understanding Natural Science courses.

Understanding Social Science (3 credits)

The Understanding Social Science component introduces students to social science through courses that begin with an overview of what it means to "understand social science" as the study of society and human nature using theories and quantitative or qualitative analysis of data, and then present in detail fundamental concepts and theories from at least one social scientific discipline. PREREQUISITE: None. Consult the Explorations Course List (p. 75) for a complete list of Understanding Social Science courses.

Integrations

As students approach completion of their undergraduate education, they need to begin to integrate what they have learned about themselves and their world. At this stage of undergraduate study, students' programs of study will have diverged into various specialized fields of study in the various colleges and schools of the university. Different forms of integrative study will be appropriate depending upon in which college the student is enrolled. Integrations components will normally be completed within the third and fourth years of undergraduate study.

Intersections (3 credits)

The focus of the Intersections component will be on big questions that employ critical thinking skills to address issues of diversity, service, and social justice. Students and instructors will work at the intersection of intellectual inquiry and personal experience as they seek together to understand intersections in the world at large. In the best Ignatian tradition, these courses will involve research and writing as well as reflection, collaboration, and debate. PREREQUISITE: Critical Issues in Human Inquiry course and senior standing. Consult the Integrations Course List (p. 77) for a complete list of Intersections courses.

Designated Courses

In addition to the components of the Magis Core Curriculum listed above, students must complete 5 designated courses, 1 in each of 5 different areas. It is expected that students will complete most of these designated courses as part of their major programs of study. The rest of these courses should be completed as part of another Explorations- or Integrations-level component of the Magis Core Curriculum.

Designated Ethics (0 additional credits)

Courses that receive a designation in ethics will develop and integrate ethical thinking in a chosen academic discipline, profession, or sphere of responsibility. Each such course will involve at least one significant assignment that requires structured ethical reflection on some dimension of the student's current or future projects. PREREQUISITE: Ethics course. Consult the Designations Course List (p. 79) for a complete list of Designated Ethics courses.

Designated Oral Communication (0 additional credits)

Designated Oral Communication courses will involve intensive instruction in at least one form of oral communication that is specifically intended for a particular audience. Each such course will involve at least one significant oral communication assignment. PREREQUISITE: Oral Communication course. Consult the Designations Course List (p. 79) for a complete list of Designated Oral Communication courses.

Designated Statistical Reasoning (0 additional credits)

Designated Statistical Reasoning courses will involve intensive instruction and the application of statistical methods in solving problems within a discipline. Each such course will involve at least one significant assignment or project that utilizes statistics as an essential tool for analyzing data and drawing well-founded conclusions. The goal is to equip the student with the theory and methodology that are essential to solving problems in a data-rich world. PREREQUISITE: Mathematical Reasoning course. Consult the Designations Course List (p. 79) for a complete list of Designated Statistical Reasoning courses.

Designated Technology (0 additional credits)

Designated Technology courses will involve intensive instruction and the application of technology in solving problems within a discipline. Each such course will involve at least one significant assignment or project that utilizes technology as an essential tool for information gathering, analysis, and presentation. Beyond the simple use of a search engine or word processing program, students will effectively use discipline-specific software tools, as appropriate, and reflect on the role of technology in that discipline. In conjunction, students will explore the power and limitations of technology in both professional and societal terms.

PREREQUISITE: None. Consult the Designations Course List (p. 79) for a complete list of Designated Technology courses.

Designated Written Communication (0 additional credits)

The goal of Designated Written Communication courses is to help students develop writing skills that are appropriate to a specific discipline, which will normally be the student's major field of study. Designated Written Communication courses must be upper-division courses that involve intensive instruction in at least one form of writing oriented toward a specific audience; at least one significant written assignment, on which the student receives substantial instructor feedback during the drafting and revision stages; and an introduction to the practice of sustained professional writing in a field and the best practices and conventions in that field. PREREQUISITE: Contemporary Composition course. Consult the Designations Course List (p. 79) for a complete list of Designated Written Communication courses.

Magis Core Foundations Courses

Foundations

Code	Title	Credits
Contemporary Composition		
ENG 150	Contemporary Composition:College Composition	3
ENG 153	Contemporary Composition: Creative Writing	3
ENG 154	Contemporary Composition:Writing About Energy	3
ENG 157	Contemporary Composition:Advocacy and Knowledge	3
ENG 158	Voices for Health: Contemporary Composition for Pre-Health Students	3
Critical Issues in Human Inquiry		
ANT 175	Nutritional Anthropology: Introduction to Foodways and Food Studies	3
ANT 178	Global Citizenship	3
ANT 179	Encountering Africa: Experiencing our Shared Humanity	3
ARH 170	Cities and People: Urban History and Social Justice	3
ARH 171	Who Owns the Past? Cultural Heritage and Modern Politics	3
BUS 173	Commercial Republic: Catholic Social Teaching and Philosophy, Politics and Economics Conversation	3
CNE 170	Love, Marriage and the Family in Classical Antiquity	3
CNE 171	War in Literature	3
CNE 172	Muhammad in Muslim Life and Thought	3
COM 170	Communication across Cultures	3
COM 171	Friendships and Our Changing Social World	3
COM 172	Princesses, Brides and Mothers	3
COM 173	Health, Communication, and Media	3
COM 174	From Big Brother to Big Data: Surveillance Culture	3
COM 175	Diverse Family Communication on Challenging Topics	3
COM 176	Talk to Me, TED: Leadership, Social Media, and Communication	3
COM 177	Being Color Brave: Race, Privilege, Oppression, and Justice	3
CPS 170	Privilege, Power and Difference	3
ECO 173	Markets, Government, and Social Justice	3
EDU 170	Diversity and Justice in Education	3
ENG 170	Literature in Life:Literature Engaging Life	3
ENG 171	Narratives of Health & Illness	3
ENG 172	Race and Identity	3
ENG 173	Anchors Aweigh! Transatlantic Travels in Literature	3
ENG 174	Representing Violence and Northern Ireland	3
ENG 175	Slumming It: Poverty and the Novel	3
ENG 176	Creating Communities	3
ENG 177	Reel Issues Studies in Film	3
ENG 178	Hero Literature	3
ENG 179	Critical issues: Faith and Fiction	3
ENG 180	Creative Writing and Justice	3
FRN 170	Pardon My French! Colonialism, Imperialism, and the Francophone World	3
GER 170	(Im)Migration and Integration in German-Speaking Countries in the 20th and 21st Centuries	3
HIS 170	Liberalism and Its Discontents	3
HIS 171	Waging Peace in the Twentieth Century	3
HIS 172	Globalization and Leadership in Africa	3
HIS 173	Colonial Legacies in Asia	3
HIS 174	Discovering Paradise	3
HIS 175	History of Protest in America	3
HIS 176	Controversies in Science and Medicine (1900-1990)	3
HIS 177	Seeking God in the Medieval West	3
HIS 179	A History of (Un)natural Disasters	3
JPN 170	Crisis and Conflict in Contemporary Japan: Understanding How a Society Reacts to National Events	3
MIL 170	Introduction to Critical Thinking and the Army I	2
MIL 171	Introduction to Critical Thinking and the Army II	2
NUR 170	Caring for Yourself and Your Community	3
PHL 170	Slavery and Freedom	3
SOC 170	Social Science and Social Problems	3
SPN 170	Musical Perspectives:Hearing the Hispanic World	3
SWK 170	Exploring Vulnerability and Resilience within Communities	3
SWK 261	Social Welfare Needs of Vulnerable Populations:Exploring Helping Role from Social Work Perspective	3
THL 175	The Human Induced Climate Crisis:Origins and Solutions	3
THL 176	Sport and Spirituality	3
Oral Communication		
COM 101	Digital Communication Lab	1
COM 152	Civic Engagement through Public Communication	3
Mathematical Reasoning		
MTH 141	Applied Calculus	3
MTH 205	Mathematics for the Modern World	2
MTH 206	Mathematical Reasoning and Statistics	3

MTH 231	Calculus for the Biological Sciences	3
MTH 245	Calculus I	4
MTH 246	Calculus II	4
MTH 249	Modeling the Physical World I	3
Philosophical Ideas		
PHL 110	Philosophical Ideas:Reality, Knowledge, and the Good Life	3
PHL 111	Philosophical Ideas:Law	3
PHL 112	Philosophical Ideas:Foundations of the Sciences	3
The Christian Tradition		
THL 110	The Christian Tradition, Then and Now	3
THL 112	The Christian Tradition:Global Visions	3
THL 114	The Christian Tradition: Exploring the Great Questions	3
THL 115	The Christian Tradition in Women's Voices	3
THL 116	The Christian Tradition: Faith and Witness	3

Magis Core Explorations Courses

Explorations

Code	Title	Credits
Ethics		
JPS 271	Philosophical Ethics: Cortina Community	3
JPS 274	Theological Ethics: Social Action and Political Advocacy	3
PHL 270	Philosophical Ethics	3
PHL 271	Philosophical Ethics: Cortina Community	3
PHL 272	Philosophical Ethics: Poverty	3
PHL 275	Philosophical Ethics: Energy and Environment	3
THL 270	Theological Ethics: Applying Moral Principles	3
THL 271	Theological Ethics: Applying Moral Principles in the Marketplace	3
THL 272	Theological Ethics: Sexual and Gender Issues	3
THL 273	Theological Ethics: Moral Perception and Moral Blindness	3
THL 274	Theological Ethics: Social Action and Political Advocacy	3
Global Perspectives in History		
AFS 277	Global Perspectives on Medicine in Africa and the African Diaspora	3
AMS 275	The Twentieth Century as "The American Century	3
CNE 280	Sport and Athletics in the Ancient Mediterranean	3
CNE 281	Ancient Greece	3
CNE 282	Ancient Rome	3
HIS 271	Conquest, Piracy, and Slavery: A History of the Atlantic	3
HIS 272	Global Perspectives in History: Europe and the World	3
HIS 273	Global Perspectives in History: History of Science and Medicine	3
HIS 274	Global Perspectives in History: Rights and Revolutions	3
HIS 275	The Twentieth Century as "The American Century	3
HIS 276	Global Perspectives in History: Asia and the World	3
HIS 277	Medicine in Africa and the African Diaspora	3
HIS 278	Islam and the World	3
HIS 279	Medieval Encounters	3
HIS 280	Sport and Athletics in the Ancient Mediterranean	3
HIS 281	Europe's Hubris and Humiliation	3
HIS 282	Reacting to the Past	3
HIS 284	Global Perspectives in History: The US in the World	3
HIS 285	The Stuff of History: Materials That Have Shaped Our World	3
HIS 287	Global Perspectives in History: The Native American Experience	3
HIS 324	Global Perspectives in History: The Irish Experience	3
ILS 310	Global Perspectives: Food in World History	3
MUS 300	Music History I: Antiquity through Baroque	3
Literature		
AFS 390	Introduction To African Literature	3
BKS 390	Introduction To African Literature	3
CNE 220	World Literature I: Antiquity to Renaissance	3
CNE 230	Make 'Em Laugh: Serious Topics in Humorous Greek and Roman Literature	3
CNE 231	Topics in Arabic Literature in Translation	3
CNE 232	Heroes, Ghosts, Witches, Gods and Monsters: Classical Mythology	3
CNE 233	The Hero in Antiquity	3
CNE 234	Epic Literature	3
ENG 221	Global Literatures	3
ENG 222	Emotions in Literature & Life	3
ENG 223	Studies in Native American Literature	3
ENG 225	Dead Men Tell No Tales: Pirate Literature Through the Ages	3
ENG 226	Fiction and the Idea of the Nation	3
ENG 227	Science/Fiction	4
ENG 228	The City in Literature	3
ENG 229	Literature and Medicine	3
ENG 300	Introduction To Creative Writing	3
ENG 390	Introduction To African Literature	3
FRN 230	Lost in Translation: Colonialism, Imperialism, Legacy, and the Francophone World	3
GER 230	Explorations: German Literature in Translation: Love/Magic in 19th and 20th Cent German Lit and Film	3
GRK 410	Diachronic Readings in Greek	3
ILS 371	Leadership in Literature	3
ITA 230	The Human Comedy: Love, Religion and Morality in Boccaccio's Decameron	3
JPN 230	Space, Place, and Life: A Literary Journey through Japan	3
LAT 410	Diachronic Readings in Latin	3
SPN 315	Cada loco con su tema": Reading Hispanic Diversity	3
THR 324	Visions of America: The 21st Century Pulitzer Prize for Drama	3
Understanding Natural Science		

ANT 225	From the Grave: Fundamentals of Forensic Anthropology	3
BIO 149	Biology for the Non-Science Major	3
BIO 201	General Biology: Organismal and Population	3
CRJ 225	From the Grave: Fundamentals of Forensic Anthropology	3
CSC 121	Computers and Scientific Thinking	3
ENG 227	Science/Fiction	4
EVS 201	Introduction to Environmental Science	3
EXS 111	Fundamentals of Human Anatomy	4
EXS 112	Fundamentals of Human Physiology	4
PHY 105	Frontiers in Astronomy	2
PHY 127	Sound and Music	2
PHY 131	Quantum Physics and Technology for Everyone	2
PHY 152	Living in a Material World	2
PHY 157	Sustainable Energy	2
PHY 187	Conceptual Physics	2
PHY 201	General Physics for the Life Sciences	3
PHY 213	General Physics for the Physical Sciences I	3
PHY 221	Advanced General Physics I:Modeling the Physical World	3
PHY 250	Three Dimensional Design	2
Understanding Social Science		
AMS 121	American Government And Politics	3
AMS 345	Sport in American Culture	3
ANT 111	Introduction to Anthropology: Human and Cultural Diversity	3
ANT 112	Introduction to Anthropology: Culture, Ecology and Sustainability	3
ANT 113	Introduction to Anthropology: Social and Cultural Determinants of Health	3
ANT 345	Sports in American Society	3
COM 200	Communication Practices	3
COM 211	Communication Studies:Relationships, Work, and Culture	3
CRJ 201	Introduction to the Criminal Justice System	3
CSC 444	Human Computer Interaction	3
EDU 211	Exploring Child and Adolescent Development	3
JRM 215	Media Literacy	3
PLS 101	Introduction to Politics	3
PLS 105	Introduction to World Politics	3
PLS 121	American Government And Politics	3
PSY 201	Introductory Psychology	3
SOC 101	Introduction to Sociology: Self and Society	3
SOC 201	Introduction to the Criminal Justice System	3
SOC 345	Sports in American Society	3
SWK 201	Introduction to Social Work and Advocacy Skills	3
SWK 275	Working with Infants through Adolescents - Human Behavior and the Social Environment 1	3
SWK 276	Working with Adults through the Lifespan - Human Behavior and the Social Environment 2	3
The Biblical Tradition		
THL 215	The Biblical Tradition: Ancestors and Heroes	3
THL 216	The Biblical Tradition: The Human Question	3
THL 217	The Biblical Tradition: Social Justice in the Old Testament	3
THL 230	The Biblical Tradition: Gender, Economy, and Violence	3
THL 231	The Biblical Tradition: Perspectives on Suffering and Evil	3
THL 235	The Biblical Tradition: Sickness and Healing	3
THL 236	The Biblical Tradition: New Testament	3
THL 237	The Biblical Tradition: Early Christian Community and Identity	3
THL 238	The Biblical Tradition: The Johannine Literature	3
THL 239	The Biblical Tradition: The Synoptic Gospels	3
THL 240	The Biblical Tradition: Messiah, Prophet, and Rabbi	3
THL 241	The Biblical Tradition: The Gospel in Service of Social Justice	3
Fine Arts (College of Arts & Sciences only)		
ARH 210	History of Art: The Ancient World	3
ARH 211	The History of Art: The Medieval World	3
ARH 212	The History of Art III: The Modern World	3
ARH 219	History of Western Art and Architecture	3
ARH 301	Topics in the History of Art	3
ARH 349	Egyptian Art And Archaeology	3
ARH 354	Greek Art and Archaeology	3
ARH 366	Etruscan and Roman Art	3
ARH 369	Medieval Art and Architecture	3
ARH 372	Northern Renaissance Art and Architecture	3
ARH 375	Italian Renaissance Art and Architecture	3
ARH 377	Seventeenth-Century Art and Architecture	3
ARH 384	Building the American City	3
ARH 385	American Art and Architecture	3
ARH 390	Nineteenth-Century Art and Architecture	3
ARH 394	Modern Art and Architecture	3
ARH 410	The Lives of Artists in Film	3
ARH 414	The Jesuits and the Arts	3
ARH 440	Climate Change and the City	3
ARH 445	History of Architecture and Urbanism	3
ARH 450	The City	3
ARH 465	The City of Rome	3
ARH 475	Michelangelo and the High Renaissance	3
ARH 535	Exploring Italy	3
ART 105	Drawing Fundamentals	3
ART 153	Three Dimensional Foundations I	3
ART 154	Figure Sculpture I	3
ART 211	Introductory Ceramics	3
ART 247	Printmaking Fundamentals	3
ART 271	Photo Studio I:Beginning Black and White Photography	3
CNE 349	Egyptian Art And Archaeology	3
CNE 354	Greek Art and Archaeology	3
CNE 366	Etruscan and Roman Art	3
CNE 369	Medieval Art and Architecture	3
CNE 535	Exploring Italy	3
DAN 101	Introduction to the Dance	3

DAN 105	Introduction to Hip Hop	3
DAN 153	Stagecraft I	3
DAN 221	Intermediate Modern Dance	1-2
DAN 231	Intermediate Tap/Jazz	1-2
DAN 241	Intermediate Ballet	1-2
EDU 104	Integration of Art, Music, and PE	3
ENG 301	Creative Writing: Narrative Forms	3
ENG 302	Poetic Forms	3
GDE 300	Concept Sketch Development	3
GDE 302	Community Mural Design	3
GDE 324	Digital Foundations	3
GDE 370	Video and Photo	3
HIS 349	Egyptian Art And Archaeology	3
ITA 535	Exploring Italy	3
MUS 212	University Chorus I	1
MUS 218	Symphonic Band I	1
MUS 220	University Orchestra I	1
MUS 273	Music Appreciation	3
MUS 313	Chamber Choir	1
THL 349	Egyptian Art and Archaeology	3
THR 131	Acting I	3
THR 153	Stagecraft I	3
THR 154	Costume Construction	3
THR 161	Theatre Appreciation	3
THR 254	Introduction to Theatrical Design	3
Foreign Language (College of Arts & Sciences only)		
ARA 112	Beginning Arabic for Daily Life II	3
CHN 112	Beginning Chinese for Daily Life II	4
CHN 225	Intermediate Chinese	3
FRN 110	Beginning French for Daily Life II: Online Lab	1
FRN 112	Beginning French for Daily Life II	3
FRN 225	Intermediate French	3
FRN 311	Advanced French I	3
GER 110	Beginning German for Daily Life II: Online Lab	1
GER 112	Beginning German for Daily Life II	3
GER 225	Intermediate German	3
GER 303	German Literature and Civilization I: From the Middle Ages to 1871	3
GRK 112	Beginning Greek II	3
GRK 225	Intermediate Greek	3
ITA 110	Beginning Italian for Daily Life II: Online Lab	1
ITA 112	Beginning Italian for Daily Life II	3
ITA 225	Intermediate Italian	3
ITA 311	Advanced Italian I	3
JPN 112	Beginning Japanese for Daily Life II	4
JPN 225	Intermediate Japanese	3
JPN 311	Advanced Japanese I	3
LAT 112	Beginning Latin II	3
LAT 225	Intermediate Latin	3
SPN 110	Beginning Spanish for Daily Life II: Online Lab	1
SPN 112	Beginning Spanish for Daily Life II	3
SPN 225	Intermediate Spanish	3
SPN 311	Learning Spanish in Cultural Contexts	3
SPN 350	Spanish for Heritage Speaker	3

Magis Core Integrations Courses

Integrations

Code	Title	Credits
Intersections		
AMS 455	Global Bollywood	3
ANT 418	Healthcare, Society and Culture	3
ANT 420	Environment & Society: Sociological Perspectives	3
ANT 421	Public Health and Social Justice in Haiti	3
ANT 422	Health, Disease, and Suffering in the Past and Present	3
ANT 425	What's for Dinner, Honey?: Food, Culture, Gender, and Health	3
ANT 430	Violent Environments and Sustainability	3
ANT 561	Definitions of Health-Implications for Care: Austria, Hungary and the United States	3
ARH 456	Art and War	3
ART 401	Arts and Civic Engagement: Empty Bowls	3
ART 402	Art and Activism	3
BUS 471	Strategic Management	3
CNE 405	Jews & Judaism: History, Heroes, Holidays	3
COM 475	Resisting the Politics of Everyday Life	3
COM 476	National Parks-Created through Communication	3
COM 478	Perspectives on Work-Life Balance, Wellness and Justice	3
CPS 400	What Really Matters:Discernment, Conscience, Compassion	3
CSC 450	Data of/by/for the People	3
EDP 461	The Power of One: Poverty, Sustainable Development	3
EDU 595	Restorative Justice in the Eyes of our Youth	3
ENG 400	Novel Ecologies: History, Literature, and Environmental Crisis	3
ENG 424	Adventurous Men and Wild Women: Genre, Gender and Geography in Fin-de-Siecle Literature	3
ENG 427	Health, Justice and Literature	3
ENG 437	Literature, Philosophy and Economics: In Search of Economic Justice	3
ENG 438	Literacy And Community: Reading And Writing Toward Social Change	3
ENG 441	Trauma in Literature	3
ENG 446	The Body in Early English Literature	3
ENG 455	Global Bollywood	3
ENG 483	The Rhetoric of Emotion	3
ENG 489	American Prisons: Punish or Reform	3
EVS 420	Environment & Society: Sociological Perspectives	3
EVS 430	Violent Environments and Sustainability	3
EVS 476	National Parks - Created through Communication	3
EVS 483	History of Environmental Inequalities	3
EVS 488	Global Environmental History	3
GER 468	Resistance Throughout German History	3

HAP 404	Bioethics and Society	3
HAP 416	Healthcare Ethics: Public Health, Administration, and Clinical Care	3
HAP 418	Healthcare, Society and Culture	3
HAP 422	Health, Disease, and Suffering in the Past and Present	3
HIS 400	Novel Ecologies: History, Literature, and Environmental Crisi	3
HIS 402	Intersections: History of Disability	3
HIS 405	Gender and Sexuality: A Non-Western Perspective	3
HIS 406	FLPA to Hawaii and the Philippines: Empire in the Pacific	3
HIS 461	History and Gender	3
HIS 475	Medieval and Modern Religious Pilgrimage: Walking Spain's Camino de Santiago	3
HIS 477	Science and Medicine in Social Context	3
HIS 483	History of Environmental Inequalities	3
HIS 488	Global Environmental History	3
IDC 401	Service Learning in Local Communities - Sports and Education	3
JPS 416	Healthcare Ethics: Public Health, Administration, and Clinical Care	3
JPS 421	Public Health and Social Justice in Haiti	3
JPS 430	Violent Environments and Sustainability	3
JPS 443	Ecclesiology in Global Context	3
JPS 460	Models and Heroes of Service and Justice	3
JPS 461	The Crucified People of Today	3
JPS 470	Poverty in America	3
JPS 499	Land More Than a Job: Justice, Career, and Vocational Discernment	3
JRM 435	History of American Mass Media	3
MUS 471	Singing Social Justice	3
NUR 439	Population-Based Health Concepts II	3
PHL 404	Bioethics and Society	3
PHL 425	Sciences, Ethics & Society	3
PHL 426	The Carceral State: Police Violence, Adjudication, and Mass Incarceration	3
PHL 427	Food, Sex, and the Good Life	3
PHL 436	Money and the Good Life	3
PHL 437	Literature, Philosophy and Economics: In Search of Economic Justice	3
PLS 540	Structural Injustice: Engaging Constructively with Demographic Change	3
PSY 470	Human Sexuality	3
SOC 418	Healthcare, Society and Culture	3
SOC 420	Environment & Society: Sociological Perspectives	3
SOC 425	What's for Dinner, Honey": Food, Culture, Gender and Health	3
SOC 430	Violent Environments and Sustainability	3
SOC 540	Structural Injustice: Engaging Constructively with Demographic Change	3
SPN 475	Medieval and modern Religious Pilgrimage: Walking Spain's Caminio de Santiago	3
SUS 400	Sustainable Practice: The Examined Life	3
SWK 435	Practice III: Social Work with Organizations and Communities	3
THL 431	Jesus Christ: Liberator	3
THL 443	Ecclesiology in Global Context	3
THL 463	Social Justice in Selected Global Faith Traditions	3
THL 464	Social Justice in Islam and Muslim Experience	3
THL 471	The Spiritual Exercises of St. Ignatius	3
THR 467	Theatre for Social Justice	3
Doing Natural Science (College of Arts & Sciences only)		
ANT 210	Biological Anthropology	4
ANT 325	Death Investigation: Forensic Anthropology Methods	4
ANT 350	Forensic Anthropology Field School	4
BIO 159	Human Biology	4
BIO 189	Novel Ecologies: Fundamentals of Ecological Conservation and Restoration	4
BIO 202	General Biology: Cellular and Molecular	3
BIO 206	General Biology: Cellular and Molecular Laboratory	1
CRJ 325	Death Investigation: Forensic Anthropology Methods	4
CRJ 350	Forensic Anthropology Field School	4
EVS 123	Science for a Changing Planet: An Introduction to Earth Systems	3
EVS 124	Earth System Science Laboratory	1
EXS 320	Human Physiology	4
PHY 109	Introductory Astronomy	3
PHY 110	Astronomy Laboratory	1
PHY 123	Science for a Changing Planet: An Introduction to Earth Systems	3
PHY 124	Earth System Science Laboratory	1
PHY 202	General Physics for the Life Sciences II	3
PHY 206	General Physics Laboratory II	1
PHY 214	General Physics for the Physical Sciences II	3
PHY 222	Advanced General Physics II:Modeling the Physical World	3
PHY 224	Project Physics Laboratory II	1
Doing Social Science (College of Arts & Sciences only)		
AFS 311	Politics of Africa	3
AMS 316	Qualitative Methods, Ethnography, and Engagement	3
AMS 318	Gender in American Society	3
AMS 323	Crime, Victimization and Public Health	3
ANT 211	Medical Anthropology	3
ANT 308	An Anthropological and Transformational Approach to Alternative and Complementary Medicine	3
ANT 316	Qualitative Methods, Ethnography, and Engagement	3
ANT 318	Applied Research: Assessment and Evaluation	4
ANT 336	An Introduction to Conflict Resolution	3
ANT 337	Anthropology of War and Peace	3
ANT 352	Magic, Witchcraft and Medicine	3
ANT 361	(De)Colonizing Bodies	3
ANT 383	Cultural Epidemiology: Global Perspectives	3

ANT 415	Social Stratification in the Dominican Republic	3
BKS 311	Politics of Africa	3
COM 261	This is Us: Exploring Complex Communication in Family and Interpersonal Relationships	3
COM 320	Leadership: Theories, Styles, And Skills	3
COM 321	Persuasion	3
COM 340	Gender Communication	3
COM 344	Border Rhetorics	3
COM 361	Interpersonal Communication	3
COM 364	Family Communication About Health and Well-Being	3
COM 390	Health Communication	3
COM 396	Food for Thought: Sustainability, Food, and Communication	3
COM 442	Cultural Communication	3
COM 459	Environmental Communication	3
COM 462	Gender, Work, and Organizing	3
COM 472	Communication in Close Relationships	3
COM 474	The Dark Side of Personal Relationships	3
CRJ 316	Qualitative Methods, Ethnography, and Engagement	3
CRJ 318	Applied Research: Assessment and Evaluation	4
CRJ 323	Crime, Victimization and Public Health	3
ECO 418	Econometrics	3
EDP 362	Dominican Republic in Context	3
EDU 299	Understanding Educational Assessment and Statistical Reasoning	4
EDU 320	Leadership: Theories, Styles, And Skills	3
EVS 396	Food for Thought: Sustainability, Food, and Communication	3
EVS 459	Environmental Communication	3
EXS 407	Basic Statistics and Research Design	3
HAP 318	Applied Research: Assessment and Evaluation	4
HAP 383	Cultural Epidemiology: Global Perspectives	3
HAP 390	Health Communication	3
ILS 320	Theories of Leadership and Organizational Change	3
JPS 337	Anthropology of War and Peace	3
JRM 339	Global Case Studies	3
PLS 303	Politics of Russia	3
PLS 311	Politics of Africa	3
PLS 312	Canadian Government and Politics	3
PLS 314	The Politics of Japan	3
PLS 317	Latin American Government And Politics	3
PLS 322	American Presidency	3
PLS 324	Congress And The Legislative Process	3
PLS 332	Interest Groups and Political Parties	3
PLS 340	International Politics	3
PLS 343	Bombs and Rockets: National Security Policy	3
PLS 435	Global Poverty and Development	3
PSY 315	Research Methods And Statistics II	3
PSY 316	Research Methods And Statistics II Laboratory	1
PSY 370	Applying Research Methods and Statistics in Psychology	3
SOC 313	Power and Society: Political Sociology in Action	3
SOC 316	Qualitative Methods, Ethnography, and Engagement	3
SOC 318	Gender in American Society	3
SOC 323	Crime, Victimization and Public Health	3
SOC 337	Anthropology of War and Peace	3
SOC 340	Gender Communication	3
SOC 415	Social Stratification in the Dominican Republic	3
SPN 415	Social Stratification in the Dominican Republic	3
SWK 318	Applied Research: Assessment and Evaluation	4
Ultimate Questions (College of Arts & Sciences only)		
AFS 309	Ultimate Questions: African Theology	3
NES 304	Ultimate Questions: Where Theology Meets Neuroscience	3
PHL 300	Ultimate Questions: Spirituality/Philosophy	3
PHL 320	Ultimate Questions: God and Persons	3
THL 300	Ultimate Questions: Jesus Christ, Yesterday and Today	3
THL 301	Divine Providence, Catholic Social Teaching, & the Problem of Climate Change	3
THL 302	Ultimate Questions: God and the Creation of Everything	3
THL 303	Ignatian Spirituality and the Vocation to Healthcare	3
THL 304	Ultimate Questions: Where Theology Meets Neuroscience	3
THL 305	Ultimate Questions: Reconciliation	3
THL 309	Ultimate Questions: African Christianity	3
THL 312	The Spirituality and History of Ignatius of Loyola and the Society of Jesus	3
THL 314	Vatican II	3
THL 315	Ultimate Questions: Theology of Christian Marriage	3
THL 316	Ultimate Questions: A Theology of the Catholic Sacraments	3
THL 359	Ultimate Questions in Living Religions of the World	3

Magis Core Designations Courses

Designations

Code	Title	Credits
Ethics		
AMS 316	Qualitative Methods, Ethnography, and Engagement	3
ANT 316	Qualitative Methods, Ethnography, and Engagement	3
ANT 350	Forensic Anthropology Field School	4
ART 401	Arts and Civic Engagement: Empty Bowls	3
ART 402	Art and Activism	3
BIO 439	Parasitology	4
BIO 464	Neurobiology of Disease	3
BIO 467	Developmental Biology	4
BUS 356	Business Ethics	3
CHM 392	Forensic Chemistry	3

CHM 499	Chemistry Seminar	1
CHM 521	Advanced Organic Chemistry: Synthetic Organic Methods	3
COM 490	Communication and Community	3
CRJ 312	Research Design for the Social Sciences	3
CRJ 316	Qualitative Methods, Ethnography, and Engagement	3
CRJ 350	Forensic Anthropology Field School	4
CSC 599	Senior Capstone	3
DSC 599	Data Science Senior Capstone	3
EDU 525	Inclusion and Differentiation in the Elementary Classroom	3
EDU 591	Clinical Practice (Student Teaching)	1-14
EDU 593	Clinical Practice (Student Teaching) Seminar	1
ENG 332	Sources and Methods of Justice	3
ENG 376	Caring for the Poor: Poverty, Health Care, and the Novel	3
ENG 378	Hysteria: Gender and Health in Literature	3
ENG 386	Medical Humanities in English Studies	3
ENG 424	Adventurous Men and Wild Women: Genre, Gender and Geography in Fin-de-Siecle Literature	3
ENG 437	Literature, Philosophy and Economics: In Search of Economic Justice	3
ENG 439	Literacy And Technology: How Technology Shapes Cultural Literacy	3
ENG 476	Writing and Working for Justice	3
EVS 354	Environmental Ethics	3
EVS 439	Parasitology	0-4
EXS 407	Basic Statistics and Research Design	3
FRN 410	Introduction to Translation	3
GDE 380	Graphic Design	3
GER 568	The Multiplicity of German Culture: Cultural Differences and Marginality	3
HAP 312	Research Design for the Social Sciences	3
HAP 331	Public and Non-Profit Administration	3
HAP 404	Bioethics and Society	3
HAP 416	Healthcare Ethics: Public Health, Administration, and Clinical Care	3
HAP 457	Biomedical Ethics: Philosophical and Theological Approaches	3
HIS 374	The Politics of Heredity: Eugenics in America	3
HIS 490	Advanced Research Methods	3
ILS 303	Ethical Dimensions of Leadership	3
JPS 416	Healthcare Ethics: Public Health, Administration, and Clinical Care	3
JPS 460	Models and Heroes of Service and Justice	3
JPS 499	Land More Than a Job: Justice, Career, and Vocational Discernment	3
JPS 565	Catholic Social Teaching	3
JRM 438	Media Ethics and Law	3
MTH 400	Current Issues in Mathematics	1
MUS 300	Music History I: Antiquity through Baroque	3
MUS 364	Musical Theatre History and Repertoire II	3
MUS 400	Music History II: Classical through Present	3
NES 464	Neurobiology of Disease	3
NUR 476	Applied Nursing Ethics	3
PHL 331	Moral Philosophy	3
PHL 354	Environmental Ethics	3
PHL 404	Bioethics and Society	3
PHL 426	The Carceral State: Police Violence, Adjudication, and Mass Incarceration	3
PHL 436	Money and the Good Life	3
PHL 437	Literature, Philosophy and Economics: In Search of Economic Justice	3
PHL 457	Biomedical Ethics: Philosophical and Theological Approaches	3
PHY 491	Physics Seminar	1
PHY 591	Seminar in Engineering	1-3
PLS 331	Public and Non-Profit Administration	3
PLS 483	Public Affairs Internship	1-6
PSY 316	Research Methods And Statistics II Laboratory	1
SOC 312	Research Design for the Social Sciences	3
SOC 316	Qualitative Methods, Ethnography, and Engagement	3
SPN 502	Advanced Spanish Translation	3
SWK 435	Practice III: Social Work with Organizations and Communities	3
THL 457	Biomedical Ethics: Philosophical and Theological Approaches	3
THL 565	Catholic Social Teaching	3
THL 567	Gender, Race and Morality	3
THR 341	Play Direction And Script Analysis I	3
Oral Communication		
AMS 316	Qualitative Methods, Ethnography, and Engagement	3
ANT 316	Qualitative Methods, Ethnography, and Engagement	3
ANT 318	Applied Research: Assessment and Evaluation	4
ANT 338	Understanding Global Dynamics of Food, Development, and Sustainability	3
ANT 350	Forensic Anthropology Field School	4
ANT 499	Senior Capstone: Applying the Social Sciences	3
ART 499	Senior Thesis II	1-3
BIO 501	Bioinformatics	4
BIO 517	Current Topics in Genetics	3
BIO 532	Current Topics in Cellular and Molecular Biology	3
BIO 539	Ecology of Zoonotic Diseases	3
BIO 541	Current Topics in Plant Biology	3
BIO 545	Plant Diversity and Evolution	4
BIO 559	Current Topics in Physiology	3
BIO 567	Current Topics in Neuroscience	3
BIO 580	Current Topics in Ecology	3
CHM 382	Biochemistry Laboratory	2
CHM 392	Forensic Chemistry	3
CHM 466	Instrumental Analysis Laboratory	0-2
CHM 497	Directed Independent Research II	0-2
CHM 521	Advanced Organic Chemistry: Synthetic Organic Methods	3

CNE 300	Introduction to the Ancient Mediterranean World	3
COM 462	Gender, Work, and Organizing	3
COM 463	Communication Consulting	3
COM 497	Senior Research in Communication Studies	3
CRJ 316	Qualitative Methods, Ethnography, and Engagement	3
CRJ 318	Applied Research: Assessment and Evaluation	4
CRJ 350	Forensic Anthropology Field School	4
CRJ 499	Senior Capstone: Applying the Social Sciences	3
CSC 599	Senior Capstone	3
DSC 599	Data Science Senior Capstone	3
EDU 568	Engaged in Math: Effective Methodologies for Pre-Service Elementary School Teachers	3
ENG 378	Hysteria: Gender and Health in Literature	3
ENG 438	Literacy And Community: Reading And Writing Toward Social Change	3
ENG 476	Writing and Working for Justice	3
ENG 483	The Rhetoric of Emotion	3
ENG 489	American Prisons: Punish or Reform	3
ENG 499	Senior Project	3
EVS 488	Global Environmental History	3
EVS 491	Senior Seminar	2
EVS 539	Ecology of Zoonotic Diseases	3
EVS 541	Special Topics in Plant Biology	3
EVS 545	Plant Diversity and Evolution	4
EVS 580	Current Topics in Ecology	3
EXS 391	Career Preparation and Professionalism	3
EXS 407	Basic Statistics and Research Design	3
EXS 450	Nutrition Health&Sports Perfor	3
FRN 411	Advanced Spoken French	3
GDE 599	Senior Capstone	3
GER 568	The Multiplicity of German Culture: Cultural Differences and Marginality	3
GRK 410	Diachronic Readings in Greek	3
HAP 318	Applied Research: Assessment and Evaluation	4
HAP 411	Seminar in Healthcare Administration: Healthcare Planning and Marketing	3
HAP 413	Service Excellence and Human Resources in Healthcare	3
HIS 402	Intersections: History of Disability	3
HIS 488	Global Environmental History	3
HIS 490	Advanced Research Methods	3
ILS 304	Financial and Quantitative Dimensions of Leadership	3
JPS 365	Liberation and Integration: Ignatian Reflections	1
JPS 460	Models and Heroes of Service and Justice	3
JRM 599	Senior Capstone: Entrepreneurial Media	3
LAT 410	Diachronic Readings in Latin	3
MTH 400	Current Issues in Mathematics	1
MUS 363	Musical Theatre History and Repertoire I	3
MUS 415	Conducting	3
NES 592	Neuroscience Senior Seminar	1
NUR 349	Care Management Concepts Practicum II	5
NUR 477	Evidence-Based Practice II	2
PHL 492	Senior Seminar	3
PHY 491	Physics Seminar	1
PHY 591	Seminar in Engineering	1-3
PLS 591	Senior Research Seminar In Political Science	3
PMC 425	Paramedicine Capstone	7
PSY 316	Research Methods And Statistics II Laboratory	1
SOC 316	Qualitative Methods, Ethnography, and Engagement	3
SOC 499	Senior Capstone: Applying the Social Sciences	3
SPN 405	Spanish Phonetics	3
SPN 425	Introduction to Literary Analysis	3
SUS 400	Sustainable Practice: The Examined Life	3
SUS 491	Senior Seminar	1
SWK 318	Applied Research: Assessment and Evaluation	4
SWK 480	Field Practicum Seminar II	3
THL 492	Senior Seminar	3
THR 330	Acting II	3
Statistical Reasoning		
ANT 314	Statistics for the Social Sciences	4
ANT 318	Applied Research: Assessment and Evaluation	4
ANT 325	Death Investigation: Forensic Anthropology Methods	4
BIO 159	Human Biology	4
BIO 311	Biostatistics	4
BIO 335	Zoology	4
BIO 341	Botany	4
BIO 372	Animal Behavior Laboratory	2
BIO 439	Parasitology	4
BIO 453	Microbiology Laboratory	1
BIO 481	Terrestrial Ecology	4
CHM 286	Chemical and Statistical Analysis Laboratory	2
CHM 315	Quantitative and Statistical Analysis	4
COM 261	This is Us: Exploring Complex Communication in Family and Interpersonal Relationships	3
COM 300	Communication Research Methods	3
COM 364	Family Communication About Health and Well-Being	3
CRJ 314	Statistics for the Social Sciences	4
CRJ 318	Applied Research: Assessment and Evaluation	4
CRJ 325	Death Investigation: Forensic Anthropology Methods	4
CSC 450	Data of/by/for the People	3
EDU 299	Understanding Educational Assessment and Statistical Reasoning	4
EVS 311	Biostatistics	4
EVS 335	Zoology	4
EVS 341	Botany	4
EVS 372	Animal Behavior Laboratory	2
EVS 439	Parasitology	0-4
EVS 453	Microbiology Lab	1
EVS 481	Terrestrial Ecology	4
EXS 407	Basic Statistics and Research Design	3

FPA 358	Business of the Arts	3
GDE 380	Graphic Design	3
HAP 314	Statistics for the Social Sciences	4
HAP 318	Applied Research: Assessment and Evaluation	4
HIS 316	Introduction to Digital Humanities	3
JRM 440	Media Research	3
MTH 206	Mathematical Reasoning and Statistics	3
MTH 360	Elementary Probability and Statistics	3
MTH 361	Probability and Statistics in the Health Sciences	3
NUR 200	Statistical Reasoning	3
PHY 110	Astronomy Laboratory	1
PHY 302	Modern Physics Laboratory	1
PHY 397	Research Methods	2
PLS 310	Political Science Research Methods 2	0-4
PLS 312	Canadian Government and Politics	3
PSY 315	Research Methods And Statistics II	3
PSY 370	Applying Research Methods and Statistics in Psychology	3
SOC 314	Statistics for the Social Sciences	4
STA 361	Probability and Statistics in the Health Sciences	3
SWK 318	Applied Research: Assessment and Evaluation	4
THL 380	Method and Theory in Theology	3
Technology		
AMS 316	Qualitative Methods, Ethnography, and Engagement	3
AMS 419	Bible, Spirituality, & American Public Life	3
ANT 314	Statistics for the Social Sciences	4
ANT 316	Qualitative Methods, Ethnography, and Engagement	3
ANT 318	Applied Research: Assessment and Evaluation	4
ANT 325	Death Investigation: Forensic Anthropology Methods	4
ARH 350	Archaeology of Israel and Jordan	3
ART 498	Senior Thesis I	3
BIA 253	Management Information Systems	3
BIO 311	Biostatistics	4
BIO 363	Cell Structure and Function Laboratory	1
BIO 419	Molecular Genetics Laboratory	2
BIO 450	Physiology Laboratory	1
BIO 463	Neurobiology Laboratory	1
BIO 501	Bioinformatics	4
CHM 466	Instrumental Analysis Laboratory	0-2
CNE 350	Archaeology of Israel & Jordan	3
COM 360	Organizational Communication Theories	3
CRJ 314	Statistics for the Social Sciences	4
CRJ 316	Qualitative Methods, Ethnography, and Engagement	3
CRJ 325	Death Investigation: Forensic Anthropology Methods	4
CSC 121	Computers and Scientific Thinking	3
DAN 355	Lighting Design I	3
DSC 365	Introduction to Data Science	3
EDU 242	Computer Related Technologies In Teacher Education	2
ENG 330	Sources and Methods of Writing	3
ENG 382	History and Future of the Book	3
ENG 439	Literacy And Technology: How Technology Shapes Cultural Literacy	3
ENG 476	Writing and Working for Justice	3
EVS 311	Biostatistics	4
EVS 483	History of Environmental Inequalities	3
EXS 401	Exercise Prescription	3
EXS 450	Nutrition Health&Sports Perfor	3
FRN 411	Advanced Spoken French	3
GDE 474	Mini-Documentary Filmmaking	3
HAP 314	Statistics for the Social Sciences	4
HAP 318	Applied Research: Assessment and Evaluation	4
HAP 334	Public Policy And Health Care	3
HIS 316	Introduction to Digital Humanities	3
HIS 317	Mapping History: Cartography from the Early Modern to Digital Age	3
HIS 324	Global Perspectives in History: The Irish Experience	3
HIS 350	Archaeology of Israel and Jordan	3
HIS 483	History of Environmental Inequalities	3
ILS 302	Strategic Leadership & Project Management	3
JPS 419	Bible, Spirituality & American Public Life	3
JRM 215	Media Literacy	3
MTH 360	Elementary Probability and Statistics	3
MTH 361	Probability and Statistics in the Health Sciences	3
MTH 400	Current Issues in Mathematics	1
MUS 363	Musical Theatre History and Repertoire I	3
MUS 415	Conducting	3
NUR 357	Professional Concepts II	2
PHL 340	Philosophy of Language	3
PHL 358	Social And Political Philosophy	3
PHY 499	Research Capstone	1
PHY 512	Optics Laboratory	1
PHY 553	Computational Physics	3
PLS 310	Political Science Research Methods 2	0-4
PLS 334	Public Policy and Healthcare	3
PMC 303	Introduction to Paramedicine	2
PMC 425	Paramedicine Capstone	7
PSY 315	Research Methods And Statistics II	3
SOC 314	Statistics for the Social Sciences	4
SOC 316	Qualitative Methods, Ethnography, and Engagement	3
SPN 405	Spanish Phonetics	3
SPN 425	Introduction to Literary Analysis	3
STA 361	Probability and Statistics in the Health Sciences	3
SWK 318	Applied Research: Assessment and Evaluation	4
THL 350	Archaeology of Israel and Jordan	3
THL 380	Method and Theory in Theology	3
THL 419	Bible, Spirituality, & American Public Life	3
THR 335	Audition Technique	3

THR 355	Lighting Design I	3
Written Communication		
AFS 390	Introduction To African Literature	3
AMS 316	Qualitative Methods, Ethnography, and Engagement	3
AMS 455	Global Bollywood	3
ANT 210	Biological Anthropology	4
ANT 225	From the Grave: Fundamentals of Forensic Anthropology	3
ANT 308	An Anthropological and Transformational Approach to Alternative and Complementary Medicine	3
ANT 316	Qualitative Methods, Ethnography, and Engagement	3
ANT 336	An Introduction to Conflict Resolution	3
ANT 337	Anthropology of War and Peace	3
ANT 383	Cultural Epidemiology: Global Perspectives	3
ANT 499	Senior Capstone: Applying the Social Sciences	3
ARH 386	The History and Aesthetics of Latin American Photography	3
ART 499	Senior Thesis II	1-3
BIO 464	Neurobiology of Disease	3
BIO 517	Current Topics in Genetics	3
BIO 532	Current Topics in Cellular and Molecular Biology	3
BIO 539	Ecology of Zoonotic Diseases	3
BIO 541	Current Topics in Plant Biology	3
BIO 545	Plant Diversity and Evolution	4
BIO 559	Current Topics in Physiology	3
BIO 580	Current Topics in Ecology	3
BKS 390	Introduction To African Literature	3
CHM 342	Physical Chemistry Laboratory	2
CHM 382	Biochemistry Laboratory	2
CHM 392	Forensic Chemistry	3
CHM 521	Advanced Organic Chemistry: Synthetic Organic Methods	3
CNE 300	Introduction to the Ancient Mediterranean World	3
COM 359	Rhetoric and Public Culture	3
CRJ 225	From the Grave: Fundamentals of Forensic Anthropology	3
CRJ 312	Research Design for the Social Sciences	3
CRJ 316	Qualitative Methods, Ethnography, and Engagement	3
CRJ 499	Senior Capstone: Applying the Social Sciences	3
DSC 599	Data Science Senior Capstone	3
EDU 565	Methods Of Teaching Language Arts In Elementary School	3
ENG 203	Telling Your Story: Business Writing Skills Intensive	1.5
ENG 301	Creative Writing: Narrative Forms	3
ENG 302	Poetic Forms	3
ENG 376	Caring for the Poor: Poverty, Health Care, and the Novel	3
ENG 382	History and Future of the Book	3
ENG 386	Medical Humanities in English Studies	3
ENG 390	Introduction To African Literature	3
ENG 424	Adventurous Men and Wild Women: Genre, Gender and Geography in Fin-de-Siecle Literature	3
ENG 437	Literature, Philosophy and Economics: In Search of Economic Justice	3
ENG 438	Literacy And Community: Reading And Writing Toward Social Change	3
ENG 439	Literacy And Technology: How Technology Shapes Cultural Literacy	3
ENG 441	Trauma in Literature	3
ENG 445	Daughters of Erin: Irish Women Writers	3
ENG 455	Global Bollywood	3
ENG 476	Writing and Working for Justice	3
ENG 483	The Rhetoric of Emotion	3
ENG 489	American Prisons: Punish or Reform	3
ENG 499	Senior Project	3
EVS 488	Global Environmental History	3
EVS 539	Ecology of Zoonotic Diseases	3
EVS 541	Special Topics in Plant Biology	3
EVS 545	Plant Diversity and Evolution	4
EVS 580	Current Topics in Ecology	3
EXS 450	Nutrition Health&Sports Perfor	3
FRN 410	Introduction to Translation	3
FRN 411	Advanced Spoken French	3
GER 568	The Multiplicity of German Culture: Cultural Differences and Marginality	3
GRK 410	Diachronic Readings in Greek	3
HAP 312	Research Design for the Social Sciences	3
HAP 331	Public and Non-Profit Administration	3
HAP 383	Cultural Epidemiology: Global Perspectives	3
HIS 374	The Politics of Heredity: Eugenics in America	3
HIS 402	Intersections: History of Disability	3
HIS 405	Gender and Sexuality: A Non-Western Perspective	3
HIS 477	Science and Medicine in Social Context	3
HIS 488	Global Environmental History	3
HIS 490	Advanced Research Methods	3
ILS 499	Leadership Capstone	3
JPS 337	Anthropology of War and Peace	3
JRM 319	Media Writing	3
JRM 320	Professional Writing	3
JRM 341	Public Relations Writing	3
LAT 410	Diachronic Readings in Latin	3
MGT 301	Managerial Process And Organizational Behavior	3
MTH 471	Mathematical Analysis	3
MUS 300	Music History I: Antiquity through Baroque	3
MUS 364	Musical Theatre History and Repertoire II	3
MUS 400	Music History II: Classical through Present	3
NES 464	Neurobiology of Disease	3
NES 510	Neurophysiology Lab	2
NUR 416	Care Management Concepts III	5
PHL 437	Literature, Philosophy and Economics: In Search of Economic Justice	3
PHL 492	Senior Seminar	3
PHY 499	Research Capstone	1

PHY 591	Seminar in Engineering	1-3
PLS 215	Political Science Research Methods 1	3
PLS 331	Public and Non-Profit Administration	3
PLS 591	Senior Research Seminar In Political Science	3
PMC 303	Introduction to Paramedicine	2
PSY 316	Research Methods And Statistics II Laboratory	1
SOC 312	Research Design for the Social Sciences	3
SOC 316	Qualitative Methods, Ethnography, and Engagement	3
SOC 337	Anthropology of War and Peace	3
SOC 499	Senior Capstone: Applying the Social Sciences	3
SPN 425	Introduction to Literary Analysis	3
SWK 480	Field Practicum Seminar II	3
THL 303	Ignatian Spirituality and the Vocation to Healthcare	3
THL 492	Senior Seminar	3
THR 465	Theatre History (5th Century, B.C.-1700)	3
THR 466	World Theatre History II: (1700-Present)	3

College of Arts and Sciences

Goals of a Liberal Education

Creighton University's College of Arts and Sciences offers a liberal education whose primary goal is encouraging each student to become a free and responsible person. To further this goal, a liberal education defines the natural and human boundaries within which free choice occurs, urges its students to see the need for such choice, and provides them with the means for making that choice responsibly. Creighton's students are encouraged to be free and responsible through systematic encounter with the various traditional liberal arts and empirical sciences. The College understands this encounter in an explicitly Christian context, one defined by the Catholic Church, enlivened by the contributions of the Jesuit community, and shared by the many other religious and lay faculty and administrators serving the University.

Creighton's liberal education is and must be eminently practical as an education for life. A liberal education grows with its possessors and helps guide them through a lifetime of free and responsible choices. The student must be a willing, active, and earnest partner in this educational process. The reward of this partnership is a deepened appreciation for life and a strengthened ability to respond to its demands with critical intelligence. Thus, Creighton's liberal education demands responsible involvement from its students and promises, in return, personal and academic enrichment.

Learning Outcomes

Creighton College of Arts and Sciences recognizes a set of specific abilities that distinguish those individuals who have been educated in the liberal arts within the Jesuit tradition. It believes that such individuals will have learned to integrate academic study into a broader commitment to the life of the mind, heart, imagination, and spirit. The College's faculty, staff, and administrators have therefore set as their goals that all students graduating from the College will have learned to:

- Communicate clearly and effectively in written, spoken, mathematical, and artistic languages;
- Think critically about information, assumptions, and arguments found in multiple forms of academic and cultural discourse;
- Integrate broad and diverse learning with at least one individually chosen academic discipline or professional field;
- Appreciate the Christian, Catholic, and Jesuit intellectual traditions in the context of historical, cultural and spiritual concerns;
- Apply a reasoned approach to effective decision-making according to sound and coherent ethical principles;
- Demonstrate an active engagement with [and enduring commitment to] Jesuit values of service and social justice; and
- Demonstrate a historical or contemporary understanding of diverse human identities and cultures in the United States and around the world.

As the means for achieving these goals, the Creighton College of Arts and Sciences requires each student to select a program of courses that combines three elements. The **Magis CCAS Core Curriculum** assures broad exposure to academic and cultural discourse, the acquisition of communicative and reasoning skills, and the exploration of ethical values within the Christian, Catholic, and Jesuit traditions. **Academic majors** serve the same broad goals but in the context of bringing added depth and facility in a particular academic discipline or professional field. **Academic minors and elective courses** foster students' intellectual curiosity and adaptability and encourage in them an enthusiasm for lifelong learning.

Degrees

The College of Arts and Sciences awards seven different bachelor's degrees. While the majority of students in each graduating class receive Bachelor of Arts (BA) or Bachelor of Science (BS) degrees, the College also offers the following programs of study that either provide greater concentration in a specific academic field or serve as a professional credential:

Bachelor of Fine Arts (BFA)
Bachelor of Science in Chemistry (BSChm)
Bachelor of Science in Environmental Science (BSEvs)
Bachelor of Science in Physics (BSPhy)
Bachelor of Social Work (BSW)

Degree Requirements

The Creighton College of Arts and Sciences requires each student to select a program of courses that combines three elements: The Magis Common and CCAS Core Curricula, an Academic Major, and Electives (which may include an academic minor and/or or second major).

More specifically, a bachelor's degree requires:

- a minimum of 128 credit hours[1], including at least 48 credit hours in courses numbered 300 or above
- a minimum of 48 credit hours must be completed at Creighton University, with 32 of the final 48 completed in residence at Creighton
- an overall cumulative grade point average (GPA) of at least 2.00, based on all courses at Creighton University
- completion of all applicable requirements of the Magis Common Core Curriculum and the Magis CCAS Core Curriculum
- completion of at least one major in one of the departments or interdisciplinary programs of the College
- a GPA of at least 2.00 in the minimum requirements of the major (not including requisite/supporting courses)

[1] Elective courses should be chosen in consultation with the student's academic advisor.
Normally, students register for not less than 12 nor more than 18 credit hours in each semester. The privilege of carrying more than 18 hours is contingent upon the student's grade point average and requires the written approval of the Dean. Additional tuition may be charged. To reach the minimum 128 hours in four years, a student must average successful completion of 16 credits per semester.

Magis College of Arts & Sciences Core Curriculum

The Core Curriculum is the educational heart of Creighton's College of Arts & Sciences. It is the foundation of our students' liberal education and the chief academic embodiment of its Jesuit, Catholic identity, and as such distinguishes our College from its peers. The Jesuit tradition of education in the liberal arts and sciences is rooted in a more-than-450-year history. Over the centuries, this rigorous and many-sided Jesuit intellectual tradition has continued to incorporate the best new discoveries, the best new disciplines, and the best new methods in its constant search for the *magis* ("the more"), instilling a restless quest for excellence. This heritage and this quest for excellence imbues this core of our students' liberal education, which, together with their major and electives, ensures that their education has both the depth and the breadth to engage the world with insight, creativity, and ethical vision.

The Core Curriculum at Creighton University is, first and foremost, a rigorous education in the liberal arts and sciences. It presses students to seek excellence in all things, to know their world, their nation, their history, their very selves—and do so in a rich variety of ways. It opens students to centuries-old traditions of wisdom, to a wide and challenging array of truths and beauties and deep life-shaping goods. The genius of education in the liberal arts and sciences is its multi-disciplinary balance. As an expression of this educational tradition, Creighton's College of Arts & Sciences Core Curriculum:

- requires students to engage the profound questions raised by the search for truth within a wide array of the humanities and the arts, philosophy and theology, social sciences and natural sciences;
- prepares students to think critically across a variety of disciplinary perspectives, whether literary or scientific, philosophical or societal, psychological or religious;
- enables students to communicate with precision and clarity, with imagination and empathy, in a variety of media, whether in speech or writing, whether artistic or technological;
- prepares students for citizenship in a global world by educating them about diverse identities and cultures in the United States and around the world.

The genius of this education is always more than the sum of its parts. It gives students a rich intellectual "tool kit," equipping them to address new and unforeseen problems. It also inculcates a deep tolerance for others, whether individuals or cultures. It spurs students to be lifelong learners. It offers profound avenues in the search for wisdom and the pursuit of happiness.

While Creighton's education in the liberal arts and sciences shares much with the goals and aspirations of other institutions of higher learning, it also has unique textures and perspectives because of its profound rootedness in the centuries-old Jesuit intellectual tradition. As a Catholic university, Creighton insists on the God-given dignity of each and every human person and on the fundamental hospitality of faith and reason. It calls on students to grapple with ultimate questions and transcendent values, including their relationship to God. It also insists that the religious is such an essential dimension of the human person and human culture that no education is complete without a serious engagement with the religious element of human experience. As a Jesuit university, Creighton insists on bringing an international perspective to all its studies and on engaging ethically to making ours a better, more just world. It requires students to develop capacities for ethical reasoning and to engage with the Jesuit values of service and justice that they may become men and women for and with others. One unique element of the Jesuit intellectual tradition is its conviction that all truth is God's truth, that God may be found in all things, that therefore, even the most secular truth contains a transcendental quality. Therefore, the Jesuit intellectual tradition rigorously affirms the autonomy of intellectual disciplines, of their unique search for the truth. It is this quality that has given the Jesuit intellectual tradition its generosity and hospitality, its openness and its deep-seated tolerance. The power of a Jesuit education is that it unifies and gives a depth of purpose to liberal education: namely, by preparing students to treasure the God-given gift of life, in all its rich endowments, and by preparing them to share that with others by working for a more just world through a life of service.

Magis Common Core Curriculum Requirements

The most up-to-date list of approved courses is available on the NEST *(*https://thenest.creighton.edu/*)* ***Schedule of Classes*** *and* ***Course Catalog****.*

Foundations	Explorations	Integrations	Designated Courses (1 course each)
Contemporary Composition (3 credits)	Understanding Natural Science (2 credits)	Intersections (3 credits)	Designated Ethics
Critical Issues in Human Inquiry (3 credits)	Understanding Social Science (3 credits)		Designated Oral Communications
Oral Communication (1 credit)	Global Perspectives in History (3 credits)		Designated Written Communication
Mathematical Reasoning (2 credits)	Literature (3 credits)		Designated Statistical Reasoning
Philosophical Ideas (3 credits)	Ethics (3 credits)		Designated Technology
The Christian Tradition (3 credits)	The Biblical Tradition (3 credits)		

NOTE: If Magis Core Explorations: Ethics is fulfilled with a THL or JPS course, then Magis CCAS Integrations: Ultimate Questions must be fulfilled with a PHL course.

Magis College of Arts & Sciences Core Curriculum Requirements

Foundations	Explorations	Integrations	Designated Courses (1 course each)
	Fine Arts (3 credits)	Doing Natural Science (4 credits)	
	Foreign Language	Doing Social Sciences (3 credits)	
		Ultimate Questions (3 credits)	

Explorations:

Fine Arts (3 credits) – Required of Arts & Sciences students only

The Fine Arts component will provide students with the opportunity to engage in the arts through creative processes as well as through formal study and to explore non-linear modes of thinking, problem-solving, and expression. PREREQUISITE: None. Consult the Explorations Course List (p. 75) for a complete list of Fine Arts courses.

Foreign Language (4 credits) – Required of Arts & Sciences students only

The Foreign Language component may be satisfied by the demonstration of basic competence in a modern or ancient language. Students of modern languages are introduced to the essential elements of basic communication in the four language skills (speaking, listening, reading and writing). Students of ancient languages focus on reading skills while writing, speaking, and listening skills are developed to a much smaller degree. PREREQUISITE: None. Consult the Explorations Course List (p. 75) for a complete list of Foreign Language courses.

Integrations:

Doing Natural Science (4 credits) – Required of Arts & Sciences students only

This component consists of a three-credit lecture course including fundamental concepts and methods of a particular scientific field, with a co-requisite one-credit laboratory in which students have an experience of scientific investigation and communication. PREREQUISITE: Understanding Natural Science course. Consult the Integrations Course List (p. 77) for a complete list of Doing Natural Science courses.

Doing Social Science (3 credits) – Required of Arts & Sciences students only

The Doing Social Science component is designed to further students' knowledge of society and human nature within a social scientific discipline. Students will apply their knowledge of social scientific methods (quantitative or qualitative) in order to interpret social science data as related to specific social science questions and to critique social scientific studies. PREREQUISITE: Understanding Social Science course. Consult the Integrations Course List (p. 77) for a complete list of Doing Social Science courses.

Ultimate Questions (3 credits) – Required of Arts & Sciences students only

This component explores ultimate questions about some of the deepest and most mysterious dimensions of human experience: e.g., the existence and nature of God, the nature and ultimate destiny of the human person, the nature of the cosmos and humanity's place within it, the search for salvation and the pursuit of holiness, the nature of religion and religious experience. No Jesuit education is complete without such a sustained grappling with these ultimate realities. PREREQUISITES: Philosophical Ideas course, The Christian Tradition course, and The Biblical Tradition course. Consult the Integrations Course List (p. 77) for a complete list of Ultimate Questions courses. *Note that if a Theology course is used to fulfill Magis Core Explorations: Ethics, then a Philosophy course must fulfill the Ultimate Questions component.*

Structure of Majors

The majors offered in the College of Arts and Sciences differ in the ways in which they structure their requirements, as they must if they are to meet the diverse needs of Creighton students and reflect the widely varying natures of their respective academic disciplines.

Some majors focus on a single sequence of courses. Other programs offer two or more **tracks** - course sequences, one of which a student must select in order to complete the major. Still others list **specializations** - optional, alternative or additional sequences of coursework that students may elect in order to focus their major program more narrowly.

Double Majors

Students in the College of Arts and Sciences may complete more than one major. Students completing more than one major are responsible for all the normal requirements, including specified requisite courses, for those programs. Students must choose a primary major. Students in the College of Arts and Sciences do not receive dual degrees. All major programs of study completed are indicated on students' official transcripts.

Application to and Requirements of Majors

To maintain satisfactory progress toward their degrees, students must apply and be accepted by a major program. Ordinarily, students apply for their major programs during their Sophomore year. Some students may apply for the major earlier, and may do so after completing their first semester at Creighton.

In order to apply, students must have an overall GPA of 2.00 and have satisfied any specific requirements as indicated by the major department in this catalog. Application for major programs is online (https://blueq.co1.qualtrics.com/jfe/form/SV_72qsrNjoAlttjpj/).

Department chairs and program directors may defer or decline students who do not meet the designated criteria. However, at the time of graduation, any student who meets all the published criteria of the University may request the College to award the degree and major regardless of the prior actions of the department. Such requests should be directed to the Associate Dean.

A 2.00 grade point average in the minimum requirements of the major (not including requisite/supporting courses) is required for graduation.

Majors for Business and Nursing Students

Students in the College of Nursing and Heider College of Business may complete an additional major in the College of Arts and Sciences. The second major is in addition to the BSN or BSBA degree earned; students

do not receive a second degree from Arts and Sciences. Nursing students should contact the Associate Dean of Student Affairs in the College of Nursing and business students should contact the Dean of the Heider College of Business for advising and for referral for the application.

Majors, Tracks and Specializations Offered in the College

Following is the list of majors in the College, by degree, together with the tracks and specializations that each allows.

Bachelor of Arts (B.A.)

- American Studies (p. 90)
- Art History (p. 127)
- Classical Languages (p. 128)
- Classical and Near Eastern Civilizations (p. 127)
- Communication Studies (p. 99)
- Computer Science (p. 102)
- Cultural Anthropology (p. 107)
- Economics (p. 117)
- English (p. 121)
- French and Francophone Studies (p. 150)
- German Studies (p. 150)
- Graphic Design & Film (p. 103)
- (p. 103)History (p. 139)
- International Relations (p. 162)
- Journalism (p. 103)
- Justice and Society (p. 108)
- Medical Anthropology (p. 109)
- Music (p. 129)
- Philosophy (p. 155)
  - Ethics Specialization (p. 156)
- Political Science (p. 162)
- Spanish and Hispanic Studies (p. 150)
- Studio Art (p. 126)
- Sustainability (p. 169)
- Theatre (p. 133)
- Theology (p. 170)

Bachelor of Fine Arts (B.F.A.)

- Studio Art (p. 132)
- Musical Theatre (p. 130)

Bachelor of Science (B.S.)

- Applied Chemistry (p. 96)
- Applied Physics and Pre-Engineering (p. 158)
- Biochemistry (p. 96)
- Biology (p. 93)
- Biomedical Physics (p. 159)
- Chemistry (p. 95)
- Computer Science (p. 102)
- Criminal Justice (p. 106)
- Data Science (p. 116)
- Elementary Education (p. 119)
- Exercise Science and Pre-Health Professions (p. 126)
- Health Administration and Policy (p. 107)
- Mathematics (p. 148)
  - Major in Mathematics (p. 148)
  - Major in Mathematics: Medical Mathematics Track (p. 148)
- Neuroscience (p. 153)
- Physics (p. 158)
- Psychology (p. 167)
- Public Health (p. 109)
- Sociology (p. 112)

Bachelor of Science in Chemistry (B.S.Chm.)

- Chemistry Standard Track (p. 98)
- Biochemistry Track (p. 97)

Bachelor of Science in Environmental Sciences (B.S.Evs.)

- Global and Environmental Systems Track (p. 124)
- Organismal/Population Ecology Track (p. 124)
- Environmental Policy and Society Track (p. 123)

Bachelor of Science in Physics (B.S.Phy.)

- Physics (p. 158)

Bachelor of Social Work (B.S.W.)

- Social Work (p. 111)

Associate of Applied Science (A.A.S.) to Bachelor of Science (B.S.)

- Elementary Education (AAS to BS) (p. 121)

Accelerated Bachelor's to Master's Programs

- B.S., Elementary Education/M.S., Educational Specialist Areas (p. 120)

Structure of Minors

Minors offer students the opportunity to develop substantial knowledge in areas outside their majors and achieve the second and third College learning outcomes:

- To think critically about information, assumptions, and arguments found in multiple forms of academic and cultural discourse; and
- To integrate broad and diverse learning with at least one individually chosen academic discipline or professional field.

Declaration of and Requirements of Minors

A student may not declare a minor until he or she has been accepted into a Major. Students declare minors with the Minor Declaration form online (https://blueq.co1.qualtrics.com/jfe/form/SV_72qsrNjoAlttjpj/).

Eighteen credits of coursework are required to complete a minor. Students must achieve a cumulative GPA of 2.00 in courses toward the minor.

Transfer Credit: A student may transfer into a minor no more than two lecture courses for six (6) credits OR two lecture/laboratory courses for eight (8) credits. Transfer courses must meet equivalency requirements as approved by the College and Department Chair.

Minors for Business and Nursing Students

Students in the College of Nursing and Heider College of Business may complete a minor in the College of Arts and Sciences. Nursing students should contact the Associate Dean of Student Affairs in the College of

Nursing and business students should contact the Dean of the Heider College of Business for advising and for referral for the application.

Minors Offered

- African American and Black Diasporic Studies (p. 89)
- African Studies (p. 90)
- American Studies (p. 92)
- Ancient History (p. 133)
- Applied Information Technology (p. 185) (offered through the Heider College of Business)
- Applied Ethics (p. 156)
- Art History (p. 134)
- Asian Studies (p. 93)
- Behavioral and Cognitive Neuroscience (p. 168)
- Biological Physics (p. 160)
- Biology (p. 94)
- Business Administration (p. 186) (offered through the Heider College of Business)
- Classical Languages (p. 135)
- Classical and Near Eastern Civilizations (p. 134)
- Communication Studies (p. 99)
- Computer Science (p. 104)
- Criminal Justice (p. 112)
- Cultural Anthropology (p. 113)
- Dance (p. 135)
- Data Science (p. 116)
- Digital Humanities (p. 117)
- Economics (p. 117) (offered through the Heider College of Business)
- Education (p. 119)
- English (p. 122)
- Entrepreneurship (p. 193) (offered through the Heider College of Business)
- Environmental Policy (p. 125)
- Environmental Science (p. 125)
- Film Studies (p. 122)
- French and Francophone Studies (p. 151)
- Gender and Sexuality Studies (p. 138)
- German Studies (p. 152)
- Global Health Equity (p. 113)
- Graphic Design (p. 104)
- Health Administration and Policy (p. 114)
- History (p. 140)
- History and Philosophy of Science (p. 157)
- International Relations (p. 166)
- Journalism (p. 104)
- Justice and Peace Studies (p. 114)
- Latin American Studies (p. 146)
- Leadership (p. 147)
- Legal Studies (p. 166)
- Marketing (p. 193) (offered through the Heider College of Business)
- Mathematics (p. 148)
- Medical Anthropology (p. 115)
- Military Science (p. 149)
- Music (p. 136)
- Musical Theatre (p. 136)
- Political Science (p. 166)
- Philosophy (p. 157)
- Physics (p. 161)
- Public Health (p. 115)
- Public Policy (p. 166)
- Science and Medicine in Society (p. 168)
- Sociology (p. 116)
- Sustainability (p. 169)
- Spanish and Hispanic Studies (p. 152)
- Studio Art (p. 137)
- Theology (p. 172)
- Theatre (p. 138)

Associate degrees are available to students enrolled in the College Professional and Continuing Education. A candidate for an Associate in Arts or Associate in Science degree must have earned 64 semester hours of credit with a grade point average (GPA) of 2.00 or above for all courses attempted at Creighton University and 2.00 or above for all courses in the field of concentration. All work completed in an associate degree program can be applied toward a bachelor's degree.

At least half (32) of the hours for the Associate in Science or Associate in Arts must be completed in residence at Creighton University. At least 15 semester hours in the major field must be completed at Creighton.

Associate Degree Requirements: 64 Credits

Code	Title	Credits
Required Course		
CPS 200	Making the Transition to College:Strategies for Degree Completion	3
Magis Core Foundations:		**15**
Select all of the following Foundations components:		
Contemporary Composition (3)		
Critical Issues in Human Inquiry (3)		
Oral Communication (1)		
Mathematical Reasoning (2)		
Philosophical Ideas (3)		
The Christian Tradition (3)		
Magis Core Explorations:		**5**
Select 5 credits from the following. Ethics is required.		
Understanding Natural Science (2)		
Understanding Social Science (3)		
Global Perspectives in History (3)		
Literature (3)		
Ethics (3) *Required		
The Biblical Tradition (3)		
Major Requirements		**25-31**
See Major for specific requirements		
Electives		**13-19**
Select Electives to reach 64 credits [1]		

[1] A minimum of 64 credit hours is required for the associate degree. The number of Electives credits needed is dependent on the requirements for the major and courses selected for Explorations. A minimum of 72 credit hours is required for the ASPMC degree.

Associate in Arts (A.A.) majors

- Organizational Communication (p. 99)

Associate In Science (A.S.) majors

- Computer Science (p. 105)
- Mathematics (p. 148)

Undergraduate Certificates

- Business Administration (p. 182)
- Communication Studies (p. 99)
- Computer Science (p. 105)
- Creative Writing (p. 122)
- Early Childhood Education (p. 120)
- Health Administration and Policy (p. 116)
- Mathematics (p. 149)
- Pre-Health Sciences (p. 173)

Transfer Credit: A student may transfer into an undergraduate certificate no more than 30% of the total credit hours. Transfer courses must meet equivalency requirements as approved by the College and Department Chair.

Aerospace Studies

Air Force Reserve Officer Training Corps (AFROTC) is a program designed to develop leaders of character for tomorrow's Air and Space Force and our Nation. AFROTC offers college students a course of study ultimately leading to a commission as a Second Lieutenant in the United States Air or Space Forces. The program offers seminar classes with an emphasis placed on individual training and leadership development. Qualified students have opportunities to explore and evaluate Air and Space Force career opportunities while earning a degree. Creighton students register for the courses at Creighton but attend Aerospace Studies classes at the University of Nebraska at Omaha (UNO) while pursuing their degree at Creighton. This opportunity results from an agreement between Creighton and UNO that permits Creighton students to participate in the Air Force ROTC Program at UNO.

If interested in any of these programs please contact AFROTC Detachment 470, University of Nebraska at Omaha, 402.554.2318, to obtain further information.

African American and Black Diasporic Studies

www.creighton.edu/program/african-american-black-diasporic-studies-minor (https://www.creighton.edu/program/black-studies-minor/)

African American and Diasporic Studies Minor is the interdisciplinary study of American history, literature, politics, social sciences, education, and the arts through the prism of the African American experience. African American and Diasporic Studies enables students to investigate, more widely, areas in the Humanities and Social Sciences connected to their major or track, to help them develop cultural competency (applicable to medicine, social work, pharmacy and other professions). As contemplatives in action, students and faculty will draw from the study of the African American experience to engage with the local, national and global community as men and women for others. Independent studies and independent research are available to advanced students.

African American and Diasporic Minor requirements: 18 credits [*]

Code	Title	Credits
Core courses		**6**
Select two of the following:		
HIS 271	Conquest, Piracy, and Slavery: A History of the Atlantic	
BKS/AMS/ MUS 353	Jazz in American Culture	
BKS/HIS 367	The African-American Experience	
BKS/AMS/ ENG 393	African-American Literature	
Black Diaspora		**3**
Select one of the following:		
PLS 330	Cuba and the U.S.: Revolution and Restitution	
PLS/HIS 352	Puerto Rico and the U.S.: Citizenship, Colonialism, and Cultural Nationalism	
ANT 421	Public Health and Social Justice in Haiti	
HIS 470	Conquest, Slavery and Piracy in the Atlantic World, 1492-1825	
Race in America		
Select one of the following:		3
COM 177	Being Color Brave: Race, Privilege, Oppression, and Justice	
BKS 341	Race and Justice	
BKS 372	Equality, Minorities, and Public Policy	
BKS 482	Race In America: Idea And Reality	
PHL 426	The Carceral State: Police Violence, Adjudication, and Mass Incarceration	
PLS/AMS 327	Minority Politics in America	
Two additional courses from any of the following:		6
The African World		
ANT 179	Encountering Africa: Experiencing our Shared Humanity	
BKS 486	Women and Gender in Africa	
BKS 356	Christianity in Africa	
ENG 390	Introduction To African Literature	
HIS 172	Globalization and Leadership in Africa	
HIS 277	Medicine in Africa and the African Diaspora	
BKS/AFS/HIS 489	Southern Africa: The Politics Of Race	
Anthropology/Sociology/Psychology/Theology		
ANT 178	Global Citizenship	
PHL 170	Slavery and Freedom	
BKS 309	The Urban Social System	
SOC 323	Crime, Victimization and Public Health	
AFS 356	Christianity in Africa	
ANT 361	(De)Colonizing Bodies	

BKS/PSY 428	Cross-Cultural Issues in Psychology
BKS 589	The Rwanda Genocide as a Challenge for the Church
Literature/Fine Arts	
BKS 390	Introduction To African Literature
BKS 398	Literature Of Francophone Africa
BKS/AFS/ENG 470	Seminar in Film Studies: African and African American
MUS 354	Theorizing Hip Hop Music and Culture
Research and Independent Studies	
BKS 396	Seminar in Black Studies
BKS 493	Directed Independent Readings
BKS 497	Directed Independent Research
Extra Electives	
BKS/AFS/PLS 311	Politics of Africa
BKS 384	Black History Through Literature
BKS 388	Origins of Modern Africa
BKS 485	Society And Belief Systems In Africa
BKS/AFS/HIS 484	Nationalist Movements In Colonial Africa
BKS 487	History of West Africa
BKS 489	Southern Africa: The Politics Of Race
Total Credits	**18**

* Kingfisher Concentration requirements: Choose any 9 credits from list above.

African Studies

www.creighton.edu/ccas/africanstudies/ (http://www.creighton.edu/ccas/africanstudies/)

African Studies is an interdisciplinary program drawing from faculty in the departments of History, English, Psychology, Cultural and Social Studies, Political Science, and Theology. It provides students with factual and theoretical material necessary to understand the multifaceted challenges facing contemporary Africa. Courses approach Africa from humanistic, ethnographic, historical, and policy-oriented perspectives. The program also sponsors films, social events, and visiting lectures to shed further light on Africa and the African diaspora in the 21st century.

Drawing on the expertise of a broad range of faculty, the cross-disciplinary African Studies Minor includes a range of courses in History, Anthropology, Political Science, English, Theology, and Psychology. Students will develop in-depth knowledge of African history, Africa's diverse peoples and cultures, and the political, economic and social challenges Africa faces in the 21st century. Students will learn the necessary analytic skills to make critical assessments about the complexity of African reality that goes beyond common media stereotypes.

Minor in African Studies requirements: 18 credits *

Code	Title	Credits
Requirements		
Choose any six of the following courses:		18
AFS/ENG 390	Introduction To African Literature	
AFS/HIS 277	Global Perspectives on Medicine in Africa and the African Diaspora	3
AFS/ANT 317	Global Health: A Biosocial and Justice-Oriented Approach	
AFS/HIS 388	Origins of Modern Africa	
AFS/PLS 311	Politics of Africa	3
AFS/THL 589	The Rwanda Genocide as a Challenge for the Church	
AFS/ANT 307	Demography: World Population Issues	
AFS/HIS 486	Women and Gender in Africa	
AFS/THL 309	Ultimate Questions: African Theology	3
AFS/ENG 398	Literature of Francophone Africa	3
ANT 179	Encountering Africa: Experiencing our Shared Humanity	
ANT 178	Global Citizenship	3
CNE/HIS 349	Egyptian Art And Archaeology	
HIS 172	Globalization and Leadership in Africa	
HIS 479	The Making of Modern Egypt	
PSY 367	Contemporary Trends in Psychology	1-3
THL 443	Ecclesiology in Global Context	
PLS 435	Global Poverty and Development	
PSY/BKS 428	Cross-Cultural Issues in Psychology	
AFS 400	Seminar in African Studies	
AFS 493	Directed Independent Readings	
AFS 495	Directed Independent Research	
Total Credits		**34-36**

* Kingfisher Concentration requirements: Choose any 9 credits from list above.

American Studies

Program Director: Scott Hendrickson, PhD
Program Office:

The American Studies Program offers a rigorous interdisciplinary program of study that students can tailor to their interests in close consultation with their American Studies advisor. American Studies graduates are prepared to lead in the development of effective, evidence-based, theoretically grounded responses to the most challenging questions in the American experience. Through coursework in multiple disciplines, experiential learning, senior capstone research, and mentorship from faculty with expertise across the humanities and social sciences, the American Studies Program promotes critical and creative thinking, strong communication skills, publicly engaged scholarship, intercultural competency, and examination of the United States within its national and transnational contexts.

Specific Requirements for Admission to the American Studies Major

- Successful completion of AMS 307 Introduction to American Studies with a grade of "C" or better.

B.A., American Studies Requirements (30 credits)

Code	Title	Credits
AMS 307	Introduction to American Studies	3
AMS 308	Theories and Methods in American Studies	3
AMS 491	Senior Seminar	3
Select two courses each from three of the following groups (for a total of 6 courses):		**18**
American Fine and Performing Arts		
ART 380	History And Criticism Of Cinema	
AMS 353	Jazz in American Culture	
AMS 384	Building the American City	
AMS 385	Survey of American Art	
AMS 387	Modern Hispanic Art History	
AMS 467	History Of The Art of Spain And Her Colonies	
AMS 468	Native American Art	
ARH 386	The History and Aesthetics of Latin American Photography	
THR 461	American Theater History	
American History		
AMS 275	The Twentieth Century as "The American Century	
AMS 460	The History Of Women In The United States	
AMS 482	Race In America: Idea And Reality	
HIS 175	History of Protest in America	
HIS 287	Global Perspectives in History: The Native American Experience	
HIS 311	United States History To 1877	
HIS 312	United States History Since 1877	
HIS 355	Constitutional History of the United States Since 1877	
HIS 357	Religion In American Society To 1865	
HIS 358	Religion In American Society From 1865 To The Present	
HIS 367	The African-American Experience	
HIS 372	Equality, Minorities, And Public Policy	
HIS 375	The United States And Latin America	
HIS 384	Black History Through Literature	
HIS 406	FLPA to Hawaii and the Philippines: Empire in the Pacific	
HIS 449	American Colonies	
HIS 450	Revolutionary America	
HIS 451	The Early American Republic	
HIS 452	Civil War and Reconstruction	
HIS 458	The Sixties	
HIS 565	The United States and Canada	
American Literatures		
AMS 312	Mass Media And Modern Culture	
AMS 329	American Literature/American Identity	
AMS 350	American Literature I: Beginnings To Civil War	
AMS 393	African-American Literature	
ENG 351	American Literature II: 1860-1914	
ENG 352	English And American Literature: 1914 To The Present	
ENG 353	Special Topics in Native American Literature	
ENG 371	American Literature: Vision And Reality	
ENG 381	Literature and the Environment	
ENG 389	The Roaring Twenties	
ENG 405	The Thirties	
ENG 426	Canadian Literature	
ENG 469	Modern American Poetry	
ENG 470	Seminar in Film Studies	
ENG 471	Modern American Drama	
ENG 473	19th-Century American Novel	
ENG 474	Modern American Novel	
ENG 475	Contemporary American Literature	
ENG 480	History Of Literary Criticism	
ENG 482	Special Topics in American Literature	
American Philosophy		
AMS/PHL 367	American Philosophy	
AMS 465	American Pragmatism	
PHL 348	Philosophy of Feminism	
American Politics		
AMS 121	American Government And Politics	
AMS 325	American States And Regions	
AMS 327	Minority Politics in America	
AMS 328	Mass Media In American Politics	
AMS 335	Federal Indian Policy And Law	
AMS 339	Public Policy And Poverty In The United States	
AMS 372	Equality, Minorities, And Public Policy	
AMS 432	Democratic Theory	
AMS 437	Religion And Public Life In The United States	
PLS 322	American Presidency	
PLS 324	Congress And The Legislative Process	
American Society and Culture		
AMS 301	Social and Cultural Theory	
AMS 310	Religion And Contemporary American Society	
AMS 316	Qualitative Methods, Ethnography, and Engagement	
AMS 318	Gender in American Society	
AMS 331	Indians of the Great Plains	
AMS 340	Native American Cultures and Health	
AMS 341	Race and Justice	
AMS 343	Peoples and Cultures of Native North America	
AMS 345	Sport in American Culture	
AMS 358	Critical Issues in the Study of North American Religions	
AMS 360	Gender, Society and Culture	
AMS 365	Issues of The Native American Experience	
AMS 411	Social Inequality and Stratification	
COM 471	Discourse of the American Family	
COM 475	Resisting the Politics of Everyday Life	
ECO 203	Introductory Microeconomics	
ECO 205	Introductory Macroeconomics	
ECO 443	Labor Economics	

Inquiries in American Studies		
	AMS 395	Selected Topics
	AMS 400	Topical Seminar in American Studies
	AMS 493	Directed Independent Readings
	AMS 497	Directed Independent Research
	AMS 585	American Studies Internship
	HIS 316	Introduction to Digital Humanities
Select one additional course from any of the above groups		3
Total Credits		**30**

American Studies Minor

The American Studies minor complements single-disciplinary studies in American politics, society, and culture through interdisciplinary approaches that are comparative, theoretical, and transnational in scope.

American Studies Minor Requirements: 18 credits *

Code	Title	Credits
AMS 307	Introduction to American Studies	3
AMS 308	Theories and Methods in American Studies	3
Select two courses from two of the following groups (Note: any courses listed for the B.A. in American Studies will also count toward the minor):		12
American Fine and Performing Arts		
AMS 353	Jazz in American Culture	
AMS 384	Building the American City	
AMS 385	Survey of American Art	
AMS 387	Modern Hispanic Art History	
AMS 467	History Of The Art of Spain And Her Colonies	
AMS 468	Native American Art	
ARH 386	The History and Aesthetics of Latin American Photography	
THR 461	American Theater History	
American History		
AMS 460	The History Of Women In The United States	
AMS 482	Race In America: Idea And Reality	
HIS 311	United States History To 1877	
HIS 312	United States History Since 1877	
HIS 355	Constitutional History of the United States Since 1877	
HIS 357	Religion In American Society To 1865	
HIS 358	Religion In American Society From 1865 To The Present	
HIS 367	The African-American Experience	
HIS 372	Equality, Minorities, And Public Policy	
HIS 375	The United States And Latin America	
HIS 384	Black History Through Literature	
HIS 406	FLPA to Hawaii and the Philippines: Empire in the Pacific	
HIS 449	American Colonies	
HIS 450	Revolutionary America	
HIS 451	The Early American Republic	
HIS 452	Civil War and Reconstruction	
HIS 458	The Sixties	
HIS 565	The United States and Canada	
American Literatures		
AMS 312	Mass Media And Modern Culture	
AMS 329	American Literature/American Identity	
AMS 350	American Literature I: Beginnings To Civil War	
AMS 393	African-American Literature	
AMS 455	Global Bollywood	
ENG 351	American Literature II: 1860-1914	
ENG 352	English And American Literature: 1914 To The Present	
ENG 353	Special Topics in Native American Literature	
ENG 371	American Literature: Vision And Reality	
ENG 381	Literature and the Environment	
ENG 389	The Roaring Twenties	
ENG 405	The Thirties	
ENG 469	Modern American Poetry	
ENG 470	Seminar in Film Studies	
ENG 471	Modern American Drama	
ENG 473	19th-Century American Novel	
ENG 474	Modern American Novel	
ENG 475	Contemporary American Literature	
American Philosophy		
AMS 367	American Philosophy	
AMS 465	American Pragmatism	
PHL 348	Philosophy of Feminism	
American Politics		
AMS 121	American Government And Politics	
AMS 325	American States And Regions	
AMS 327	Minority Politics in America	
AMS 328	Mass Media In American Politics	
AMS 335	Federal Indian Policy And Law	
AMS 339	Public Policy And Poverty In The United States	
AMS 372	Equality, Minorities, And Public Policy	
AMS 432	Democratic Theory	
AMS 437	Religion And Public Life In The United States	
PLS 322	American Presidency	
PLS 323	Campaigns and Elections	
American Society and Culture		
AMS 301	Social and Cultural Theory	
AMS 310	Religion And Contemporary American Society	
AMS 316	Qualitative Methods, Ethnography, and Engagement	
AMS 318	Gender in American Society	
AMS 331	Indians of the Great Plains	
AMS 340	Native American Cultures and Health	
AMS 341	Race and Justice	
AMS 343	Peoples and Cultures of Native North America	
AMS 345	Sport in American Culture	
AMS 358	Critical Issues in the Study of North American Religions	
AMS 360	Gender, Society and Culture	
AMS 365	Issues of The Native American Experience	
AMS 411	Social Inequality and Stratification	
Inquiries in American Studies		

AMS 395	Selected Topics
AMS 400	Topical Seminar in American Studies
AMS 493	Directed Independent Readings
AMS 497	Directed Independent Research
AMS 585	American Studies Internship
COM 442	Cultural Communication
COM 478	Perspectives on Work-Life Balance, Wellness and Justice
Total Credits	**18**

* Kingfisher Concentration requirements: Choose any 9 credits from list above.

Asian Studies

Program Directors: Jinmei Yuan, Professor of Philosophy;
Maorong Jiang, Associate Professor of Political Science & International Relations

Asian Studies is an interdisciplinary program designed to provide undergraduate students with a broad understanding of Asian cultures and an awareness of the important historical and international events happening in the Asian world. This program is designed to build a solid foundation of philosophy, religion, history and political science for further study in this field.

Asian Studies Minor Requirements: 18 credits *

Code	Title	Credits
ASN 300	Introduction to Asian Studies	3
Select one of the following:		3
PHL 351	Introduction To Chinese Philosophy	
PHL 353	Introduction to Buddhism	
Select one of the following:		3
HIS 467	Modern China	
HIS 468	Modern Japan	
Select one of the following:		3
PLS 315	Politics of Asia	
PLS 316	Government and Politics of People's Republic of China	
Electives		
Select two of the following:		6
CHN 111	Beginning Chinese for Daily Life I	
CHN 112	Beginning Chinese for Daily Life II	
HIS 464	Gender and Sexuality in Asia	
HIS 465	Japanese Popular Culture	
HIS 467	Modern China	
HIS 468	Modern Japan	
JPN 111	Beginning Japanese for Daily Life I	
JPN 112	Beginning Japanese for Daily Life II	
JPN 225	Intermediate Japanese	
PHL 351	Introduction To Chinese Philosophy	
PHL 353	Introduction to Buddhism	
PLS 315	Politics of Asia	
PLS 316	Government and Politics of People's Republic of China	
Total Credits		**18**

* Kingfisher concentration requirements are 9 credits total, chosen from the list of courses in the associated minor. Unless otherwise specified.

Biology

Chair: Mark Reedy, mreedy@creighton.edu
Associate Chair: Alistair Cullum, acullum@creighton.edu
Department Office: Hixson-Lied Science Building, Room 448

The Creighton Biology Department offers foundational and advanced courses across major subdisciplines of biology. Lecture and lab experiences are grounded in first principles. Modern facilities, faculty active in research and a commitment to mentoring students all contribute to a rich environment for developing a sound foundation in life science and opportunities to participate in original research.

Biology

Specific Requirements for Admission to the Biology Major

- Completion of BIO 201 General Biology: Organismal and Population and BIO 202 General Biology: Cellular and Molecular with a grade of "C" or better in each, OR completion of one Biology lecture course at Creighton, 300-level or above, with a grade of "C" or better.

B.S., Major in Biology requirements: 33 credits

Code	Title	Credits
BIO 201 & BIO 205	General Biology: Organismal and Population and General Biology: Organismal and Population Laboratory	4
BIO 202 & BIO 206	General Biology: Cellular and Molecular and General Biology: Cellular and Molecular Laboratory	4
Upper Division Biology courses		
Seven upper-division lecture courses in the major, which consists of 300-level and above BIO courses of three or more credits, except BIO 297, BIO 350, BIO 397, BIO 493, BIO 495 and BIO 497. These courses must include:		
Five lecture courses at the 300- and/or 400-level, which must include at least one course from each of the following three areas:		
Molecular/Cellular:		
BIO 317	Genetics	
BIO 362	Cell Structure and Function	
BIO 432	Immunology	
BIO 452	Microbiology	
BIO 462	Neurobiology	
BIO 464	Neurobiology of Disease	
BIO 467	Developmental Biology	
Organismal:		
BIO 335	Zoology	
BIO 341	Botany	
BIO 371	Animal Behavior	
BIO 433	Vertebrate Comparative Anatomy	
BIO 439	Parasitology	
BIO 449	Physiology	

BIO 461	Entomology
BIO 462	Neurobiology
BIO 467	Developmental Biology
Population/Ecology/Evolution:	
BIO 315	Foundations of Ecology & Evolution
BIO 383	Vertebrate Natural History
BIO 415	Evolution
BIO 439	Parasitology
BIO 471	Conservation Biology
BIO 481	Terrestrial Ecology
BIO 485	Aquatic Ecology
One 500-level "focus" course	
Applicable courses are:	
BIO 501	Bioinformatics
BIO 517	Current Topics in Genetics
BIO 520	Genomes and Chromosomes
BIO 532	Current Topics in Cellular and Molecular Biology
BIO 539	Ecology of Zoonotic Diseases
BIO 541	Current Topics in Plant Biology
BIO 545	Plant Diversity and Evolution
BIO 549	Environmental Physiology
BIO 559	Current Topics in Physiology
BIO 567	Current Topics in Neuroscience
BIO 580	Current Topics in Ecology
One additional course of the student's choice. This course can be any upper-division BIO lecture course (EXCEPT BIO 350) or one of a select group of offerings by other departments. Please check with the Biology department for a list of currently approved courses.	
Four laboratory courses	
This requirement may be satisfied by any combination of 4 credit lecture + laboratory or 1 or 2 credit laboratory-only courses. Lecture + laboratory courses may apply simultaneously to both the lecture and laboratory requirements.	
The following courses apply toward this requirement:	
Lecture/Laboratory courses	
BIO 335	Zoology
BIO 341	Botany
BIO 433	Vertebrate Comparative Anatomy
BIO 439	Parasitology
BIO 461	Entomology
BIO 467	Developmental Biology
BIO 481	Terrestrial Ecology
BIO 520	Genomes and Chromosomes
BIO 545	Plant Diversity and Evolution
Laboratory-only courses	
BIO 318	Genetics Laboratory
BIO 363	Cell Structure and Function Laboratory
BIO 372	Animal Behavior Laboratory
BIO 384	Vertebrate Natural History Laboratory
BIO 419	Molecular Genetics Laboratory
BIO 450	Physiology Laboratory
BIO 453	Microbiology Laboratory
BIO 463	Neurobiology Laboratory
BIO 486	Freshwater Ecology Laboratory

In addition, one of the following may be used as the equivalent of a laboratory course: BIO 490 may be counted as one lab course if taken twice. BIO 497 may be counted as one lab course if: 1. At least six credits of 497 are taken over multiple semesters. 2. The research work is presented by the student at a regional or national scientific meeting 3. The research work is also presented by the student as a poster at the Department of Biology Research Colloquium.

BIO 297 Directed Research, BIO 350 Fundamentals of Microbiology, BIO 397 Directed Independent Research (Extramural), BIO 492 Seminar in Undergraduate Classroom Instruction, BIO 493 Directed Independent Readings, and BIO 495 Directed Independent Study **do not** apply toward the major requirements. BIO 497 Directed Independent Research may be counted as one lab course as noted above. BIO 490 Seminar In Undergraduate Laboratory Instruction can be applied toward the lab requirement if taken **twice**.

Courses in departments other than Biology (such as CHM 371 Biochemistry of Metabolism) may be approved for non-laboratory biology major credit; a student may exercise this option for only one such course.

Required Supporting Courses for a Major in Biology

Code	Title	Credits
CHM 203	General Chemistry I	3
CHM 204	General Chemistry I Laboratory	1
CHM 205	General Chemistry II	3
or CHM 285	Advanced General Chemistry II	
CHM 206	General Chemistry II Laboratory	1
or CHM 286	Chemical and Statistical Analysis Laboratory	
CHM 321	Organic Chemistry I	3
CHM 322	Organic Chemistry I Laboratory	1
CHM 323	Organic Chemistry II	3
CHM 324	Organic Chemistry II Laboratory	1
PHY 201	General Physics for the Life Sciences	3
PHY 202	General Physics for the Life Sciences II	3
PHY 205	General Physics Laboratory I	1
PHY 206	General Physics Laboratory II	1

Minor in Biology

The Biology minor introduces students to foundational and advanced courses across the major subdisciplines of modern biology. Lecture and lab experiences are grounded on fundamental principles. In addition to the General Biology courses, a diversity of life science topics are available in upper division courses at the cellular and molecular, organismal, and ecological and evolutionary biology levels. Students can design a study plan which allows an in-depth exploration of one area or a broader survey of several subdisciplinary areas of biology.

Biology Minor requirements: 18 credits *

Code	Title	Credits
BIO 202 & BIO 206	General Biology: Cellular and Molecular and General Biology: Cellular and Molecular Laboratory	4
BIO 201 & BIO 205	General Biology: Organismal and Population and General Biology: Organismal and Population Laboratory	4
Ten additional credit in BIO courses numbered 300 and above. [1]		10

Must include one lecture + laboratory or laboratory-only course.	
Total Credits	**18**

[1] Courses in departments other than Biology may NOT be applied toward this minor. Additionally, BIO 311, BIO 425, BIO 297, BIO 397, BIO 490, BIO 492, BIO 493, BIO 495 and BIO 497 do NOT apply toward this minor.

* Kingfisher concentration requirements are 9 credits total, chosen from the list of courses in the associated minor. Unless otherwise specified.

Teacher Certification

Students who plan to teach Biology in secondary schools should consult with the Education Department, the Biology Department, and the appropriate agency in the state in which they intend to teach.

Chemistry and Biochemistry

Chair: Kayode Oshin
Associate Chairs: Lynne Dieckman, Stephen Gross, Peter Stone
Department Office: Hixson-Lied Science Building, Room 268

The Chemistry and Biochemistry Department at Creighton University is certified by the American Chemical Society (ACS) and offers four majors: an ACS-certified major (B.S.Chm.) with tracks in Chemistry or Biochemistry, a comprehensive major in Chemistry (B.S.), in Biochemistry (B.S.), and an Applied Chemistry major (B.S.) suitable for students interested in pursuing the 3-2 engineering program.

Requirements for Admission to the Chemistry major

Satisfactory completion of two lecture courses within the Creighton Chemistry and Biochemistry department and completion of MTH 245 Calculus I with a grade of C or better. Calculus II (MTH 246) and Physics I prerequisite to physical chemistry (CHM 341 or CHM 331) can be taken during the sophomore year.

Bachelor of Science (B.S.) majors

- B.S., Chemistry (p. 95)
- B.S., Biochemistry (p. 96)
- B.S., Applied Chemistry (p. 96)

Bachelor of Science in Chemistry (B.S.Chm.) majors

- B.S.Chm., Chemistry Track (American Chemical Society certified) (p. 98)
- B.S.Chm., Biochemistry Track (American Chemical Society certified) (p. 97)

Chemistry, B.S.

Program Overview and Description:

The Bachelor of Science – major in Chemistry combines foundational courses in chemistry, mathematics and physics with advanced electives in order to expose students to a broad array of chemical theory and systems. Students who graduate with this degree will be well-prepared for careers in chemistry, and for further study in chemistry, medicine, education, pharmacy, patent-law, journalism, and other professional programs that require, or could benefit from, a strong background in science.

Prerequisite Courses:

(These courses are prerequisites to required upper-level chemistry courses)

Code	Title	Credits
Requisite Courses		
MTH 245	Calculus I	4
MTH 246	Calculus II [1]	4
or MTH 249	Modeling the Physical World I	
PHY 201	General Physics for the Life Sciences [1]	3
or PHY 213	General Physics for the Physical Sciences I	
or PHY 221	Advanced General Physics I:Modeling the Physical World	
PHY 202	General Physics for the Life Sciences II [2]	3
or PHY 214	General Physics for the Physical Sciences II	
or PHY 222	Advanced General Physics II:Modeling the Physical World	
PHY 205	General Physics Laboratory I	1
or PHY 223	Project Physics Laboratory I	
PHY 206	General Physics Laboratory II	1
or PHY 224	Project Physics Laboratory II	

[1] Prerequisite for CHM 341.
[2] Prerequisite or co-requisite for CHM 341.

B.S., Major in Chemistry Requirements: 31 Credits

Code	Title	Credits
CHM 315	Quantitative and Statistical Analysis [1]	4
CHM 321	Organic Chemistry I	3
CHM 322	Organic Chemistry I Laboratory	1
CHM 323	Organic Chemistry II	3
CHM 324	Organic Chemistry II Laboratory	1
CHM 341	Physical Chemistry I	3
CHM 342	Physical Chemistry Laboratory	2
CHM 343	Physical Chemistry II	3
CHM 456	Instrumental Analysis	3
CHM 466	Instrumental Analysis Laboratory	2
CHM 499	Chemistry Seminar	1
Select three credit hours from the following list:		**3**
CHM 371	Biochemistry of Metabolism	
CHM 383	Biochemistry I	
CHM 421	Selected Topics In Organic Chemistry	
CHM 445	Chemical Thermodynamics	
CHM 446	Statistical Mechanics	
CHM 448	Group Theory	
CHM 451	Inorganic Chemistry I	
CHM 502	Inorganic Chemistry II	
CHM 521	Advanced Organic Chemistry: Synthetic Organic Methods	
CHM 523	Bioorganic Chemistry	
CHM 525	Organic Spectroscopic Analysis	
CHM 527	Polymer Chemistry	

CHM 543	Selected Topics In Physical Chemistry	
CHM 544	Quantum Chemistry	
CHM 545	Advanced Kinetics	
CHM 556	Electrochemical Methods	
CHM 575	Nucleic Acid Biochemistry	
CHM 576	Protein Biochemistry	
Select two credit hours from the following list:		**2**
CHM 351	Descriptive Inorganic Chemistry	
CHM 382	Biochemistry Laboratory	
CHM 392	Forensic Chemistry	
CHM 496 & CHM 497	Directed Independent Research I and Directed Independent Research II	
CHM 515	Green and Sustainable Chemistry Laboratory	
CHM 528	Polymer Chemistry Laboratory	
CHM 548	Chemical Applications of Spectroscopy	
CHM 549	Computational Chemistry	
Total Credits		**31**

[1] Waived for students who have completed CHM 285 Advanced General Chemistry II and CHM 286 Chemical and Statistical Analysis Laboratory.

B.S., Applied Chemistry

Program Overview and Description:

The Bachelor of Science (B.S.) in Applied Chemistry is designed to prepare students to apply physical and mathematical concepts to chemical systems. This major combines foundational courses in chemistry, physics, and mathematics with advanced coursework in chemistry and other physical/mathematical disciplines to develop depth within a particular area of interest. This major fulfills most of the pre-engineering requirements for the Washington University in St. Louis dual-degree engineering programs, including the recommended courses for Chemical and Biomedical Engineering, while also preparing non-dual-degree students for careers and further education in engineering, chemistry, and the applied sciences.

B.S., Applied Chemistry requirements (62 credits)

Code	Title	Credits
Required coursework		
CHM 203	General Chemistry I	3
CHM 204	General Chemistry I Laboratory	1
CHM 205	General Chemistry II	3
CHM 206	General Chemistry II Laboratory	1
CHM 315	Quantitative and Statistical Analysis *	4
CHM 321	Organic Chemistry I	3
CHM 322	Organic Chemistry I Laboratory	1
CHM 323	Organic Chemistry II	3
CHM 324	Organic Chemistry II Laboratory	1
CHM 341	Physical Chemistry I	3
CHM 342	Physical Chemistry Laboratory	2
CHM 343	Physical Chemistry II	3
CHM 499	Chemistry Seminar	1
MTH 245	Calculus I	4
MTH 249	Modeling the Physical World I	3
or MTH 246	Calculus II	
MTH 349	Modeling the Physical World II	3
or MTH 347	Calculus III	
PHY 221	Advanced General Physics I:Modeling the Physical World	3
or PHY 213	General Physics for the Physical Sciences I	
PHY 222	Advanced General Physics II:Modeling the Physical World	3
or PHY 214	General Physics for the Physical Sciences II	
PHY 205	General Physics Laboratory I	1
PHY 206	General Physics Laboratory II	1
MTH 350	Applied Linear Algebra and Differential Equations	3
CSC 221	Introduction to Programming	3
Electives		**9**
Nine (9) additional credits in CHM and/or related subjects such as PHY, MTH, or CSC, number 300 or above, with major advisor approval. Students participating in the dual-degree engineering program may count up to 6 hours of upper-division coursework from the affiliated institution toward this requirement.		
Total Credits		**62**

* Waived for students who have completed CHM 285 Advanced General Chemistry II and CHM 286 Chemical and Statistical Analysis Laboratory.

Biochemistry - B.S.

Program Overview and Description:

The Bachelor of Science (B.S.) – Biochemistry major combines foundational courses in chemistry, biology and physics with advanced biochemistry and biology electives designed to expose students to important fields of study including metabolism, enzymology and structural biology, along with the study of biopolymers such as proteins and nucleic acids. This degree is especially suitable for students interested in medicine and offers an excellent preparation for a graduate education in biochemistry, and for careers in biochemistry and related disciplines.

Prerequisite Courses:

(These courses are prerequisites to required upper-level chemistry courses)

Code	Title	Credits
MTH 245	Calculus I	4
MTH 246	Calculus II	4
or MTH 249	Modeling the Physical World I	
PHY 201	General Physics for the Life Sciences	3
or PHY 213	General Physics for the Physical Sciences I	
or PHY 221	Advanced General Physics I:Modeling the Physical World	
PHY 202	General Physics for the Life Sciences II	3

or PHY 214	General Physics for the Physical Sciences II	
or PHY 222	Advanced General Physics II:Modeling the Physical World	
PHY 205	General Physics Laboratory I	1
or PHY 223	Project Physics Laboratory I	
PHY 206	General Physics Laboratory II	1
or PHY 224	Project Physics Laboratory II	
BIO 201	General Biology: Organismal and Population	3
BIO 205	General Biology: Organismal and Population Laboratory	1
BIO 202	General Biology: Cellular and Molecular	3
BIO 206	General Biology: Cellular and Molecular Laboratory	1

B.S., Biochemistry requirements (35 credits):

Code	Title	Credits
CHM 315	Quantitative and Statistical Analysis [1]	4
CHM 321	Organic Chemistry I	3
CHM 322	Organic Chemistry I Laboratory	1
CHM 323	Organic Chemistry II	3
CHM 324	Organic Chemistry II Laboratory	1
CHM 331	Concepts of Physical Chemistry	3
CHM 382	Biochemistry Laboratory	2
CHM 383	Biochemistry I	3
CHM 384	Biochemistry II	3
CHM 456	Instrumental Analysis	3
CHM 466	Instrumental Analysis Laboratory	2
CHM 499	Chemistry Seminar	1
Select 2 additional courses, one from each list below:		6
Advanced Biochemistry		
CHM 392	Forensic Chemistry	
CHM 521	Advanced Organic Chemistry: Synthetic Organic Methods	
CHM 523	Bioorganic Chemistry	
CHM 525	Organic Spectroscopic Analysis	
CHM 575	Nucleic Acid Biochemistry	
CHM 576	Protein Biochemistry	
CHM 577	Biophysical Chemistry	
Advanced Biology		
BIO 317	Genetics	
BIO 350	Fundamentals of Microbiology	
BIO 362	Cell Structure and Function	
Total Credits		**35**

[1] Waived for students who have completed CHM 285 Advanced General Chemistry II and CHM 286 Chemical and Statistical Analysis Laboratory

Biochemistry, B.S.Chm.

Program Overview and Description:

The Bachelor of Science in Chemistry – Biochemistry track is certified by the **American Chemical Society** which requires a commitment to institutional and professional excellence. This track has a strong focus on undergraduate research and combines foundational courses in chemistry, biology, mathematics and physics with advanced chemistry and biochemistry electives that emphasize the study and analysis of biological molecules and their systems. Students who graduate with this professional degree will be especially prepared for a graduate education in biochemistry and medicine, and for careers in biochemistry and related disciplines.

Prerequisite Courses:

(These courses are prerequisites to required upper-level chemistry courses)

Code	Title	Credits
Requisite Courses		
MTH 245	Calculus I	4
MTH 246	Calculus II [1]	4
or MTH 249	Modeling the Physical World I	
PHY 201	General Physics for the Life Sciences [1]	3
or PHY 213	General Physics for the Physical Sciences I	
or PHY 221	Advanced General Physics I:Modeling the Physical World	
PHY 202	General Physics for the Life Sciences II [2]	3
or PHY 214	General Physics for the Physical Sciences II	
or PHY 222	Advanced General Physics II:Modeling the Physical World	
PHY 205	General Physics Laboratory I	1
or PHY 223	Project Physics Laboratory I	
PHY 206	General Physics Laboratory II	1
or PHY 224	Project Physics Laboratory II	
BIO 201	General Biology: Organismal and Population	3
BIO 205	General Biology: Organismal and Population Laboratory	1
BIO 202	General Biology: Cellular and Molecular	3
BIO 206	General Biology: Cellular and Molecular Laboratory	1

[1] Prerequisite for CHM 341.

[2] Prerequisite or co-requisite for CHM 341.

B.S.Chm., Biochemistry Track Requirements: 43 Credits

Code	Title	Credits
CHM 315	Quantitative and Statistical Analysis [1]	4
CHM 321	Organic Chemistry I	3
CHM 322	Organic Chemistry I Laboratory	1
CHM 323	Organic Chemistry II	3
CHM 324	Organic Chemistry II Laboratory	1
CHM 341	Physical Chemistry I	3
CHM 342	Physical Chemistry Laboratory	2
CHM 343	Physical Chemistry II	3
CHM 382	Biochemistry Laboratory	2
CHM 383	Biochemistry I	3
CHM 384	Biochemistry II	3
CHM 451	Inorganic Chemistry I	3
CHM 456	Instrumental Analysis	3

CHM 466	Instrumental Analysis Laboratory	2
CHM 497	Directed Independent Research II	1
CHM 496	Directed Independent Research I	2
or CHM 498	Directed Independent Research - Special	
CHM 499	Chemistry Seminar	1
Select one of the following:		**3**
CHM 392	Forensic Chemistry	
CHM 521	Advanced Organic Chemistry: Synthetic Organic Methods	
CHM 523	Bioorganic Chemistry	
CHM 525	Organic Spectroscopic Analysis	
CHM 575	Nucleic Acid Biochemistry	
CHM 576	Protein Biochemistry	
Total Credits		**43**

[1] Waived for students who have completed CHM 285 Advanced General Chemistry II and CHM 286 Chemical and Statistical Analysis Laboratory.

Chemistry, B.S.Chm.

Program Overview and Description:

The Bachelor of Science in Chemistry – Chemistry track is certified by the **American Chemical Society** which requires a commitment to institutional and professional excellence. This track has a strong focus on undergraduate research and combines foundational courses in chemistry, mathematics and physics with advanced electives intended to expose students to a broad array of chemical and physical theories and applied systems. Students who graduate with this professional degree will be especially prepared for graduate studies in chemistry, and for careers in chemistry, medicine, and related disciplines.

Prerequisite Courses:

(These courses are prerequisites to required upper-level chemistry courses)

Code	Title	Credits
Requisite Courses		
MTH 245	Calculus I	4
MTH 246	Calculus II [1]	4
or MTH 249	Modeling the Physical World I	
PHY 201	General Physics for the Life Sciences [1]	3
or PHY 213	General Physics for the Physical Sciences I	
or PHY 221	Advanced General Physics I:Modeling the Physical World	
PHY 202	General Physics for the Life Sciences II [2]	3
or PHY 214	General Physics for the Physical Sciences II	
or PHY 222	Advanced General Physics II:Modeling the Physical World	
PHY 205	General Physics Laboratory I	1
or PHY 223	Project Physics Laboratory I	
PHY 206	General Physics Laboratory II	1
or PHY 224	Project Physics Laboratory II	

[1] Prerequisite for CHM 341.

[2] Prerequisite or co-requisite for CHM 341.

B.S.Chm., Chemistry Track Requirements: 38 Credits

Code	Title	Credits
CHM 315	Quantitative and Statistical Analysis [1]	4
CHM 321	Organic Chemistry I	3
CHM 322	Organic Chemistry I Laboratory	1
CHM 323	Organic Chemistry II	3
CHM 324	Organic Chemistry II Laboratory	1
CHM 341	Physical Chemistry I	3
CHM 342	Physical Chemistry Laboratory	2
CHM 343	Physical Chemistry II	3
CHM 371	Biochemistry of Metabolism	3
or CHM 383	Biochemistry I	
CHM 451	Inorganic Chemistry I	3
CHM 456	Instrumental Analysis	3
CHM 466	Instrumental Analysis Laboratory	2
CHM 497	Directed Independent Research II	1
CHM 496	Directed Independent Research I	2
or CHM 498	Directed Independent Research - Special	
CHM 499	Chemistry Seminar	1
Select two additional courses:		**3**
One of the courses must be a lecture-based course:		
CHM 351	Descriptive Inorganic Chemistry	
CHM 384	Biochemistry II	
CHM 421	Selected Topics In Organic Chemistry	
CHM 445	Chemical Thermodynamics	
CHM 446	Statistical Mechanics	
CHM 448	Group Theory	
CHM 502	Inorganic Chemistry II	
CHM 521	Advanced Organic Chemistry: Synthetic Organic Methods	
CHM 523	Bioorganic Chemistry	
CHM 525	Organic Spectroscopic Analysis	
CHM 527	Polymer Chemistry	
CHM 543	Selected Topics In Physical Chemistry	
CHM 544	Quantum Chemistry	
CHM 545	Advanced Kinetics	
CHM 556	Electrochemical Methods	
CHM 575	Nucleic Acid Biochemistry	
CHM 576	Protein Biochemistry	
The second course must be a laboratory-based biochemistry or inorganic chemistry course:		
CHM 392	Forensic Chemistry	
CHM 382	Biochemistry Laboratory	
CHM 528	Polymer Chemistry Laboratory	
Total Credits		**38**

[1] Waived for students who have completed CHM 285 Advanced General Chemistry II and CHM 286 Chemical and Statistical Analysis Laboratory.

Communication Studies

Chair: Samantha Senda-Cook, SamanthaSenda-Cook@creighton.edu
Department Office: Hitchcock Communication Arts Building, Room 306G

The Department of Communication Studies is a vibrant program focused on teaching, service, and scholarship. Communication courses provide a strong foundation for your education while introducing communication theory, practicing communication principals, investigating how we interact with others in relationships, analyzing how we behave when joining an organization, and considering how popular culture impacts our daily lives.

The Department of Communication Studies prepares students to be intellectually curious, go into the world informed by Jesuit values, and contribute meaningfully to their communities and professions. Within our program, students will analyze, craft, and evaluate communication messages and understand communication as a set of everyday practices that are mindful, purposeful, and strategic. Students learn to ask good questions and find the answers about meaningful problems in our society, our workplaces and our personal lives. In our major capstone sequence, all students conduct a senior research project, complete an internship and reflect on the role of communication in their work, and connect communication with Jesuit values of service and justice. Our program offers flexibility in terms of choices of projects, service, and work experiences, giving students a chance to pursue a wide variety of occupations or graduate programs pursuant to their particular talents, callings, and interests. Our graduates are able to embrace and act on complex problems in groups, organizations, relationships, and cultures.

B.A., Communication Studies requirements: 36 credits

Code	Title	Credits
COM 200	Communication Practices	3
COM 300	Communication Research Methods	3
COM 359	Rhetoric and Public Culture	3
COM 360	Organizational Communication Theories	3
COM 361	Interpersonal Communication	3
COM 490	Communication and Community	3
COM 496	Communication Internship and Professional Development	1-3
COM 497	Senior Research in Communication Studies	3
Electives: Select 12 elective hours, 9 of which should be numbered at 200-level and above.		12

Communication Studies minor requirements: 18 credits *

Code	Title	Credits
COM 359	Rhetoric and Public Culture	3
COM 360	Organizational Communication Theories	3
COM 361	Interpersonal Communication	3
Electives		**9**
Select 9 COM credits, 6 of those must be 200-level or above.		
Total Credits		**18**

* Kingfisher concentration requirements are 9 credits total, chosen from the list of courses in the associated minor. Unless otherwise specified.

Associate in Arts Degree

This department offers the following associate degree:

- A.A., Organizational Communication (p. 99)
- Communication Studies Certificate (p. 99)

Accelerated Master's Programs

- The following programs are designed for students to complete their Bachelor's degree in Communication Studies while also pursuing a Master's degree.

B.A., Communication Studies / M.S., Integrative Health and Wellness (p. 100)

B.A., COM / M.S., Organizational Leadership (p. 100)

Communication Studies Certificate

Certificate of Communication Studies Requirements: 24 credits

Code	Title	Credits
COM 200	Communication Practices	3
COM 300	Communication Research Methods	3
COM 359	Rhetoric and Public Culture	3
COM 360	Organizational Communication Theories	3
COM 361	Interpersonal Communication	3
Select nine additional credits of 300-level or above COM courses.		9
Total Credits		**24**

Organizational Communication (A.A.)

A.A., ORGANIZATIONAL COMMUNICATION REQUIREMENTS (64-65 CREDITS):

Code	Title	Credits
Required Course		
CPS 200	Making the Transition to College:Strategies for Degree Completion	3
Magis Core Foundations:		**15**
Select all of the following Foundations components:		
Contemporary Composition (3)		
Critical Issues in Human Inquiry (3)		
Oral Communication (1)		
Mathematical Reasoning (2)		
Philosophical Ideas (3)		
The Christian Tradition (3)		
Magis Core Explorations:		**5-6**
Ethics (3)		
Select a minimum of 2 credits from the following:		

Understanding Natural Science (2)		
Understanding Social Science (3)		
Global Perspectives in History (3)		
Literature (3)		
The Biblical Tradition (3)		
Major Requirements - Organizational Communication (33 Credits):		
COM 200	Communication Practices	3
COM 300	Communication Research Methods	3
COM 359	Rhetoric and Public Culture	3
COM 360	Organizational Communication Theories	3
COM 361	Interpersonal Communication	3
COM 460	Historical and Contemporary Perspectives on Organizational Communication	3
COM 463	Communication Consulting	3
COM 490	Communication and Community	3
Major Electives		
Select 9 credits hours from COM, six of which should be 300-level or above.		9
Electives		**8**
Select Electives to reach 64 credits [1]		
Total Credits		**64-65**

[1] A minimum of 64 credit hours is required for the associate degree. The number of Electives credits needed is dependent on the requirements for the major and courses selected for Explorations.

B.A., Communications / M.S., Integrative Health and Wellness Accelerated Program

Accelerated Master's Program (AMP):
B.A. - Communication Studies and M.S. - Integrative Health and Wellness (IHW)

The accelerated M.S., Integrative Health and Wellness degree for students in the B.A., Communications Studies program will allow them to begin earning credit towards the online Health and Wellness Certificate on the path to the M.S., in Integrative Health and Wellness degree during their final two to four semesters.

Degree Requirements

1. B.A. in Communication Studies (p. 99) 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., Integrative Health and Wellness requirements (http://catalog.creighton.edu/graduate/graduate-programs-courses/health-and-wellness/ms-integrative-health-and-wellness/)

Course	Title	Credits
Senior		
Fall		
GRD 601	Writing for Graduate Students	1
IHW 605	Foundations in Integrative Health and Wellness	2
IHW 650	Health Behavior Modification	3
	Term Credits	**6**
Spring		
IHW 651	Nutrition for Chronic Disease	3
IHW 652	Exercise for Chronic Disease	3
	Term Credits	**6**
Summer		
Complete additional 3 credit hours to earn the Graduate Certificate in Lifestyle Medicine		
	Term Credits	**0**
	Total Credits	**12**

B.A., Communications / M.S., Organizational Leadership 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 (p. 99)
2. Plan of Study below during final semesters of B.A. degree
3. Remaining M.S., Organizational Leadership requirements (http://catalog.creighton.edu/graduate/graduate-programs-courses/leadership-ms/leadership-ms/)

Course	Title	Credits
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 Planning	3
	Term Credits	**6**
Spring		
Spring Term 1		
MSL 602	Communicating and Leading Across Cultures	3

Spring Term 2		
MSL 603	Leading Innovation and Change	3
	Term Credits	**6**
	Total Credits	**12**

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 (p. 99)
2. Plan of Study below during final semesters of B.A. degree
3. Remaining M.S., Organizational Leadership requirements (http://catalog.creighton.edu/graduate/graduate-programs-courses/leadership-ms/leadership-ms/)

Course	Title	Credits
Senior		
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MSL 600	Leadership Theory, Application and Reflection	2
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Fall Term 2		
MSL 601	Strategic Planning	3
	Term Credits	**6**
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Spring Term 1		
MSL 602	Communicating and Leading Across Cultures	3
Spring Term 2		
MSL 603	Leading Innovation and Change	3
	Term Credits	**6**
	Total Credits	**12**

Computer Science, Design & Journalism

Chair: Dr. David Reed, DaveReed@creighton.edu (davereed@creighton.edu)
Department Office: Hitchcock Communication Arts Building, Room 209-A

The Department of Computer Science, Design and Journalism prepares students for professional careers and graduate study in fields ranging from computing to media to graphic design and film. Majors and tracks include computer science, graphic design, film making, advertising, news, and public relations. Courses emphasize the development of critical thinking, problem-solving, visual communication, and multimedia skills. In each of the majors and tracks, students gain practical knowledge and theoretical foundations while building the critical reasoning and communication skills for these fast-evolving fields. Students gain hands-on experience through research, internships, memberships in professional organizations, student media and Backpack Journalism.

Majors

- Computer Science (p. 102)
- Journalism (p. 103)
- Graphic Design & Film (p. 103)

Minors

- Computer Science (p. 104)
- Graphic Design (p. 104)
- Journalism (p. 104)

Associate degrees are available to students enrolled in the College of Arts and Sciences or the College of Nursing. A candidate for an Associate in Arts or Associate in Science degree must have earned 64 semester hours of credit with a grade point average (GPA) of 2.00 or above for all courses attempted at Creighton University and 2.00 or above for all courses in the field of concentration. The Associate in Science in Paramedicine degree requires a total of 72 semester hours. Students who earn an associate degree may continue on for a bachelor's degree. All work completed in an associate degree program can be applied toward a bachelor's degree.

At least half (32) of the hours for the Associate in Science or Associate in Arts must be completed in residence at Creighton University. At least 15 semester hours in the major field must be completed at Creighton.

ASSOCIATE DEGREE REQUIREMENTS: 64 CREDITS

Degree-seeking students enrolled through the College of Arts and Sciences or College of Nursing are required to complete CPS 200: Making the Transition to College. Students who have successfully completed the RSP Culture of Collegiate life course and inter-college transfer to either the College of Arts and Sciences or College of Nursing are not required to complete this requirement.

Associate In Science (A.S.) Degree programs

Code	Title	Credits
Required Course		
CPS 200	Making the Transition to College:Strategies for Degree Completion	3

Code	Title	Credits
Magis Core Foundations:		**15**
Select all of the following Foundations components:		
Contemporary Composition (3)		
Critical Issues in Human Inquiry (3)		
Oral Communication (1)		
Mathematical Reasoning (2)		
Philosophical Ideas (3)		
The Christian Tradition (3)		

Magis Core Explorations:	**5**
Select 5 credits from the following. Ethics is required.	
Understanding Natural Science (2)	
Understanding Social Science (3)	
Global Perspectives in History (3)	
Literature (3)	
Ethics (3) *Required	
The Biblical Tradition (3)	
Major Requirements	**25-31**
See Major for specific requirements	
Electives	**13-19**
Select Electives to reach 64 credits [1]	
Total Credits	**58-70**

- Computer Science (p. 105)

Certificate Programs

- Computer Science Certificate (p. 105)

Computer Science

Program Director: Dr. David Reed

In an increasingly high-tech world, graduates with knowledge and skills in computing and information technology are always in demand. Computing careers such as software engineer, Web designer, game developer, systems analyst, database manager, and network administrator can be challenging, dynamic, rewarding, and lucrative. The B.S. (Bachelor of Science) in Computer Science provides practical knowledge and skills for the information technology jobs of today, while also building the critical reasoning and communication skills necessary for a career in which learning and adapting to new technologies are essential. Alternatively, the B.A. (Bachelor of Arts) in Computer Science provides a strong foundation in software development and computing technology, while providing the flexibility for students planning to combine computing with another major or minor(s). A variety of internship opportunities are available, as well as student research experiences for majors pursuing graduate studies.

Computer Science programs

- B.A., Computer Science (p. 102)
- B.S., Computer Science (p. 102)

Computer Science, B.A.

B.A. Computer Science requirements (39 credits)

Code	Title	Credits
CSDJ Core		
Take all of the following courses:		
CSC 121	Computers and Scientific Thinking	3
GDE 324	Digital Foundations	3
JRM 215	Media Literacy	3
JRM 319	Media Writing	3
or JRM 320	Professional Writing	
Computer Science core		
Take all of the following courses:		
CSC 221	Introduction to Programming	3
CSC 222	Object-Oriented Programming	3
CSC 599	Senior Capstone	3
Major courses		
Take three of the following courses:		9
CSC 321	Data Structures	
CSC 414	Computer Organization	
CSC 421	Algorithm Design and Analysis	
CSC 548	Software Engineering	
CSC 551	Web Programming	
CSC 581	Mobile App Development	
Electives [1]		
Three CSC electives 300-level or above [2]		9
Total Credits		**39**

1. At the discretion of the student's advisor, up to two technology-focused courses from another discipline (e.g., GDE 423, JRM 327, MTH 365, BIA 354, FIN 355) may be substituted for electives.
2. CSC 450 Data of/by/for the People may NOT be applied toward any major, minor, certificate or degree.

Computer Science, B.S.

B.S., Computer Science requirements (45 credits)

Code	Title	Credits
CSDJ core		
Take all of the following:		
CSC 121	Computers and Scientific Thinking	3
GDE 324	Digital Foundations	3
JRM 215	Media Literacy	3
JRM 319	Media Writing	3
or JRM 320	Professional Writing	
Computer Science core		
Take all of the following:		
CSC 221	Introduction to Programming	3
CSC 222	Object-Oriented Programming	3
CSC 599	Senior Capstone	3
Major courses		
Take all of the following:		
CSC 321	Data Structures	3
CSC 414	Computer Organization	3
CSC 421	Algorithm Design and Analysis	3
CSC 533	Programming Languages	3
CSC 542	Database Design and Security	3
CSC 548	Software Engineering	3
Electives [1]		
Two CSC electives 400-level or above [2]		6
Total Credits		**45**

1. At the discretion of the student's advisor, one technology-focused course from another discipline (e.g., GDE 423, JRM 327, MTH 365, BIA 354, FIN 355) may be substituted for an elective.

[2] CSC 450 Data of/by/for the People may NOT be applied toward any major, minor, certificate or degree.

Graphic Design & Film

Graphic Design & Film

Program Director: Tim Guthrie, MFA

The **Graphic Design & Film major** prepares students for the future with instruction in 3D design, motion graphics, and making documentaries as well traditional skills like graphic design and illustration, video and photojournalism.

Advanced courses such as interactive design, web design, and animation allow students to offer employers specialized skills. They can build their photo and video skills by working for our award-winning student newspaper, The Creightonian, and The Creightonian Online. Students also gain valuable experience by doing internships for a wide range of employers including businesses, nonprofits, news organizations, and PR and advertising agencies.

B.A., Graphic Design & Film (p. 103)

Graphic Design & Film

Graphic Design & Film requirements (42 credits)

Code	Title	Credits
CSDJ core		
All of the following:		
CSC 121	Computers and Scientific Thinking	3
GDE 324	Digital Foundations	3
JRM 215	Media Literacy	3
JRM 319	Media Writing	3
or JRM 320	Professional Writing	
GDE core		
All of the following:		
GDE 370	Video and Photo	3
GDE 380	Graphic Design	3
GDE 382	Web Design	3
GDE 410	Motion Graphics	3
GDE 599	Senior Capstone	3
Choose one of the tracks below:		15
Total Credits		**42**

Graphic Design Track

Code	Title	Credits
GDE 300	Concept Sketch Development	3
GDE 381	Graphic Design II	3
GDE 423	Interaction Design	3
GDE 426	Data Visualization	3
One of the following:		3
GDE 302	Community Mural Design	
GDE 385	Computer Illustration	
GDE 590	Special Topics	
Total Credits		**15**

Film-making Track

Code	Title	Credits
GDE 374	Video and Filmmaking	3
GDE 375	Photojournalism	3
GDE 474	Mini-Documentary Filmmaking	3
GDE 590	Special Topics	3
One of the following:		3
GDE 300	Concept Sketch Development	
GDE 385	Computer Illustration	
GDE 423	Interaction Design	
Total Credits		**15**

Journalism

Program Director: Peggy Rupprecht

The Journalism major is made up of three tracks: Advertising, News and Public Relations. Students in all three tracks learn from professors with professional experience. The cutting-edge classes balance theoretical foundations with hands-on work in project-based learning that builds a portfolio, whether writing, social media, public relations strategies, advertising campaigns, podcasts or visual forms of communication. Students do research and gain valuable experience with internships with agencies, nonprofits, athletic organizations, businesses, magazines and news organizations.

B.A., Major in Journalism (p. 103)

Journalism Major

Journalism Major requirements (42 credits)

Code	Title	Credits
CSDJ core		
Take all of the following:		
CSC 121	Computers and Scientific Thinking	3
JRM 215	Media Literacy	3
JRM 319	Media Writing	3
or JRM 320	Professional Writing	
GDE 324	Digital Foundations	3
JRM core		
JRM 435	History of American Mass Media	3
JRM 438	Media Ethics and Law	3
JRM 440	Media Research	3
JRM 599	Senior Capstone: Entrepreneurial Media	3
Choose one of the tracks listed below		**18**
Total Credits		**42**

Choose one of the following tracks:

Advertising Track requirements

Code	Title	Credits
JRM 315	Public Relations and Advertising Principles	3
JRM 327	Social Media	3
JRM 331	Editing	3
JRM 347	Media Strategy	3
JRM 433	Advertising Copywriting and Design	3
GDE 380	Graphic Design	3
Total Credits		**18**

News Track requirements

Code	Title	Credits
JRM 327	Social Media	3
JRM 331	Editing	3
JRM 419	Online Storytelling	3
JRM 477	Advanced News Production	3
GDE 370	Video and Photo	3
GDE 380	Graphic Design	3
Total Credits		**18**

Public relations track requirements

Code	Title	Credits
JRM 315	Public Relations and Advertising Principles	3
JRM 339	Global Case Studies	3
JRM 341	Public Relations Writing	3
JRM 445	Public Relations Campaigns	3
GDE 370	Video and Photo	3
One of the following:		3
JRM 327	Social Media	
JRM 331	Editing	
JRM 419	Online Storytelling	
Total Credits		**18**

Computer Science Minor

The Computer Science minor offers students the opportunity to study computation including the design and analysis of algorithms (step-by-step sequences of instructions for carrying out some task), the formalization of algorithms as programs, and the development of computing devices for executing those programs. A minor in computer science provides a strong foundation in computing that can complement other major fields and also prepare graduates for assessing the technology they use in everyday life.

Minor in Computer Science Requirements: 18 Credits *

Code	Title	Credits
CSC 221	Introduction to Programming	3
CSC 222	Object-Oriented Programming	3
CSC Upper-Level Electives [1]		
Select four CSC courses (12 credits) of 300-level or above [2]		12
Total Credits		**18**

[1] CSC 493 Directed Independent Readings, CSC 495 Directed Independent Study, CSC 499 Directed Internship will not count toward the minor. CSC 121 Computers and Scientific Thinking may be counted toward the minor at the discretion of the department.

[2] CSC 450 Data of/by/for the People may NOT be applied toward any major, minor, certificate or degree.

* Kingfisher concentration requirements are 9 credits total, chosen from the list of courses in the associated minor. Unless otherwise specified.

Graphic Design Minor

The Graphic Design program aims to create a well-rounded education in print, web design, interactive multimedia, video and still photography, motion graphics and animation. A minor in Graphic Design will provide a strong foundation in the design and media fields to prepare graduates for a solid understanding of the concepts and practices in the field.

Graphic Design Minor Requirements: 18 credits *

Code	Title	Credits
GDE 324	Digital Foundations	3
GDE 370	Video and Photo	3
GDE Upper-level Electives [1]		
Four GDE courses (12 credits) 300-level or above.		12
Total Credits		**18**

[1] GDE 493 Directed Independent Readings and all Internships for credit (JRM 477 Advanced News Production, JRM 479 Graphic Design Internship, JRM 483 Public Relations Internship, JRM 485 News Internship, JRM 487 Advertising Internship) will not count toward the minor but only as electives taken with the consent of instructors.

* Kingfisher concentration requirements are 9 credits total, chosen from the list of courses in the associated minor. Unless otherwise specified.

Journalism Minor

Journalism prepares students for professional careers and/or graduate study in a wide range of mass media fields including news (print and online), public relations and advertising. Courses emphasize the development of strong writing, critical thinking and persuasion skills. as well as ethical communication. Journalism minors will focus on gaining competence in one of the tracks of the Journalism major: News, Public Relations or Advertising. Courses in various forms of professional writing and communication skills include media writing, advertising writing, public relations writing, editing and social media.

Journalism Minor Requirements: 18 credits *

Code	Title	Credits
JRM 215	Media Literacy	3
JRM 319	Media Writing	3
JRM Upper-level Electives [1]		
Select four JRM courses (12 credits) 300-level or above.		12
Total Credits		**18**

[1] JRM 493 Directed Independent Readings, JRM 455 Projects in Communication, JRM 477 Advanced News Production, or all Internships for credit (JRM 479 Graphic Design Internship, JRM 483 Public Relations Internship, JRM 485 News Internship, JRM 487 Advertising Internship) will not count towards the minor but only as electives taken with the consent of instructors.

* Kingfisher concentration requirements are 9 credits total, chosen from the list of courses in the associated minor. Unless otherwise specified.

Computer Science, A.S.

A.S., Computer Science Requirements (64 credits)

Code	Title	Credits
Required Course		
CPS 200	Making the Transition to College:Strategies for Degree Completion	3
Magis Core Foundations:		**15**
Select all of the following Foundations components:		
Contemporary Composition (3)		
Critical Issues in Human Inquiry (3)		
Oral Communication (1)		
Mathematical Reasoning (2)		
Philosophical Ideas (3)		
The Christian Tradition (3)		
Magis Core Explorations		**8**
Ethics (3)		
Select 5 credits from the following.		
Understanding Natural Science (2)		
Understanding Social Science (3)		
Global Perspectives in History (3)		
Major Requirements - Computer Science (24 Credits)		
CSC 221	Introduction to Programming	3
CSC 222	Object-Oriented Programming	3
CSC 321	Data Structures	3
CSC 414	Computer Organization	3
CSC 421	Algorithm Design and Analysis	3
Major Electives		
Select nine credits in CSC courses 400-level or above.		9
Electives		**14**
Select Electives to reach 64 credits. [1]		
Total Credits		**64**

[1] A minimum of 64 credit hours is required for the associate degree. The number of Electives credits needed is dependent on the requirements for the major and courses selected for Explorations.

Computer Science Certificate

Certificate in Computer Science requirements (24 credits)

Code	Title	Credits
CSC 221	Introduction to Programming	3
CSC 222	Object-Oriented Programming	3
CSC 321	Data Structures	3
CSC 414	Computer Organization	3
CSC 421	Algorithm Design and Analysis	3
Select three additional Computer Science courses 400-level or above. [1]		9

[1] CSC 450 may not be applied toward any CSC major, minor, certificate or degree.

Cultural and Social Studies

Chair: TBA
Department Office: Creighton Hall, Room 441A

The Department of Cultural and Social Studies Mission Statement:

The Department of Cultural and Social Studies houses the disciplines of Anthropology (http://www.creighton.edu/ccas/culturalandsocialstudies/programs/culturalanthropology/), Criminal Justice (https://www.creighton.edu/ccas/culturalandsocialstudies/programs/criminaljustice/) and Sociology, (http://www.creighton.edu/ccas/culturalandsocialstudies/programs/sociology/) the independent interdisciplinary programs of Health Administration and Policy (http://www.creighton.edu/ccas/healthadminpolicy/) and Justice and Peace Studies (https://www.creighton.edu/program/justice-and-peace-studies/), as well as the professional program of Social Work (http://www.creighton.edu/ccas/socialwork/). We strive to achieve the unique goals and objectives for each of our areas of study while also reflecting the goals of Creighton's Jesuit Catholic mission. We as faculty (http://www.creighton.edu/ccas/culturalandsocialstudies/facultyandstaff/directory/) are dedicated to research, teaching and service. Our special contribution to student centered learning is increasing our students' awareness of society and culture as contexts that shape the quality of human life. All of our programs aim to develop students as agents of social change through close collaboration in student research, service and learning. We are an integrated department, assisting students as they prepare for a variety of careers.

Criminal Justice (p. 106)

The Criminal Justice major and minor help students gain an understanding of crime and victimization, as well as the American criminal justice system. Students will think critically about the causes and consequences of crime and violence and about the criminal justice system itself. The program gives special emphasis on how the criminal justice system interacts with victims of crime and members of disadvantaged communities, noting the effects from both an individual and social perspective. Students will learn that studying crime, victimization and the system through which they are processed is a critical component to improving society.

Cultural Anthropology

The Cultural Anthropology major and minor offer a holistic understanding of human diversity. By exploring, analyzing, and understanding patterns of beliefs, values, behaviors, shared histories, language, visual representations and material realities, Cultural Anthropology focuses on what it means to be human. Our courses address relevant concerns such as food and nutrition; local and global identities; inter-cultural competence; urban, rural, and global economic development; and environmental sustainability. Through its comparative and engaged field research methods, Cultural Anthropology recognizes culture as the primary means by which humans engage in social and environmental interactions to define meaningful and purposeful lives. Cultural Anthropology complements well all other undergraduate majors.

Health Administration and Policy (p. 107)

The Health Administration and Policy Program is an interdisciplinary program and is designed to provide the undergraduate student with a broad understanding of healthcare management and an awareness

of the key issues facing the healthcare world. This program provides students with the opportunity to build a solid understanding of healthcare institutions, management processes, public policy, social and ethical issues.

Justice and Society/Justice and Peace Studies (p. 108)

The Justice and Peace Studies Program offers a uniquely interdisciplinary approach to social justice, change and service. The Program combines Christian theological ethics, the social sciences and personal experience to help students develop the moral virtues, social-scientific skills and passion needed to be effective, faithful and lifelong agents of positive social/political transformation. In both the Justice and Society (JAS) major and the Justice and Peace Studies (JPS) minor, students can choose to concentrate their studies in sociology, anthropology or criminal justice, with an emphasis on either domestic or international contexts. In all cases, Ignatian discernment is emphasized as a way for students to recognize and respond to their particular vocation in the world. Alumni of the Program are prepared to work for social service agencies and nonprofits, pursue graduate studies in related fields, attend law school, and serve as post-graduate volunteers.

Medical Anthropology (p. 109)

Through a major or minor in Medical Anthropology, students develop a usable skill set and framework for understanding health and health care in an increasingly complex world through taking seriously the important factor of culture. This sociocultural approach is emphasized through a curriculum designed to support students as they gain real-world experience through opportunities for immersion, fieldwork, research, analysis, and application of learning in local, national, and international contexts. Medical Anthropology students learn about the factors that influence health and well-being, the experience and distribution of illness, the prevention and treatment of sickness, healing processes, therapy management and the cultural importance of having multiple medical systems. This knowledge is vital to developing, assessing and improving healthcare programs and services.

Social Work (p. 111)

The Social Work Program educates students to be professionals in the field and live out the Jesuit mission in action every day. Social Workers embody what it means to be a person for and with others, find God in all people and things, and strive for Magis. The Social Work profession has its own body of knowledge, code of ethics, practice standards, credentials, state certification, and accreditation of education programs. Creighton University's Social Work Program has been accredited by the Council on Social Work Education since 1991. Accreditation makes it possible for Social Work graduates to qualify for state certification and/or licensing in states where credentialing is mandated and to enter advanced standing graduate Social Work programs. Visit the Social Work (http://www.creighton.edu/ccas/socialwork/)site for details about joining the profession.

Sociology (p. 112)

In the Sociology major and minor, students develop an understanding of the complex nature of human interaction on the societal level as well as in face-to face interaction. Sociology students are able to think critically about the causes and implications of social inequality and other social issues by employing scientific methodology. Students gain skills in quantitative and qualitative research methods. The diversity and breadth of courses allow students to explore areas relevant to their individual interests, such as environment, gender, health, or race.

Majors

Bachelor of Arts (B.A.)

- B.A., Cultural Anthropology (p. 107)
- B.A., Medical Anthropology (p. 109)
- B.A., Justice and Society (p. 108)

Bachelor of Science (B.S.)

- B.S., Criminal Justice (p. 106)
- B.S., Health Administration and Policy (p. 107)
- B.S., Public Health (p. 109)
- B.S., Sociology (p. 112)
-

Bachelor of Social Work (BSW)

- B.S.W., Bachelor of Social Work (p. 111)

Minors in the Department of Cultural and Social Studies

- Criminal Justice (p. 112)
- Cultural Anthropology (p. 113)
- Global Health Equity (p. 113)
- Health Administration and Policy (p. 114)
- Justice and Peace Studies (p. 114)
- Medical Anthropology (p. 115)
- Public Health (p. 115)
- Sociology (p. 116)

Certificates in the Department of Cultural and Social Sciences

- Health Administration and Policy Certificate (p. 116)

Criminal Justice

The Criminal Justice major will help students gain an understanding of crime and victimization, as well as the American criminal justice system. Students will think critically about the causes and consequences of crime and violence and about the criminal justice system itself. This major will give special emphasis on how the criminal justice system interacts with victims of crime and members of disadvantaged communities, noting the effects from both an individual and social perspective. Students will learn that studying crime, victimization and the system through which they are processed is a critical component to improving society.

B.S., Major in Criminal Justice requirements (37 credits)

Code	Title	Credits
Each of the following are required:		
CRJ/SOC 201	Introduction to the Criminal Justice System	3
CRJ/HAP/SOC 312	Research Design for the Social Sciences	3
CRJ/SOC/ANT 314	Statistics for the Social Sciences	4
CRJ/SOC 320	Theories of Crime and Deviance	3
CRJ/SOC 323	Crime, Victimization and Public Health	3
CRJ/ANT/SOC 341	Race and Justice	3
CRJ/SOC 423	Law and Society	3
CRJ 499	Senior Capstone: Applying the Social Sciences	3
Electives - 12 credits total		

Legal (3 credits)		3
CRJ 317	Criminal Justice Administration and Ethics	
PLS 320	Law, Courts, and Politics	
PLS 324	Congress And The Legislative Process	
PLS 337	Constitutional Law	
PSY 363	Psychology and the Law	
Clinical/Advocacy (6 credits)		6
CRJ 289	Self-Care for the Helping Professions	
CRJ/SOC 322	Victim Advocacy Policy and Practice	
CRJ 376	Family Dynamics	
CRJ 399	Trauma Care for the Whole Person	
JPS 499	Land More Than a Job: Justice, Career, and Vocational Discernment	
PSY 351	Psychopathology	
PSY 463	Forensic Psychology	
PSY 481	Drugs and Behavior	
SWK 389	Addictions: Substances, Processes and People	
Research (3 credits)		3
CRJ 225	From the Grave: Fundamentals of Forensic Anthropology	
CRJ/SOC 316	Qualitative Methods, Ethnography, and Engagement	
CRJ 318	Applied Research: Assessment and Evaluation	
CRJ 325	Death Investigation: Forensic Anthropology Methods	
CRJ 350	Forensic Anthropology Field School	
CRJ/AMS/ ANT/EVS/SOC 470	Making Maps that Matter: Introduction to Geographic Information Systems	
Total Credits		**37**

Cultural Anthropology

B.A., Cultural Anthropology requirements (36 credits)

Code	Title	Credits
Select one of the following Introductory Courses:		**3**
ANT 111	Introduction to Anthropology: Human and Cultural Diversity	
ANT 112	Introduction to Anthropology: Culture, Ecology and Sustainability	
ANT 113	Introduction to Anthropology: Social and Cultural Determinants of Health	
All of the following core courses:		**9**
ANT 301	Social and Cultural Theory	
ANT 316	Qualitative Methods, Ethnography, and Engagement	
ANT 499	Senior Capstone: Applying the Social Sciences	
Two of the following:		**6**
ANT 175	Nutritional Anthropology: Introduction to Foodways and Food Studies	
ANT 178	Global Citizenship	
ANT 179	Encountering Africa: Experiencing our Shared Humanity	
ANT 318	Applied Research: Assessment and Evaluation	
ANT 336	An Introduction to Conflict Resolution	
ANT 346	Peoples and Cultures of Latin America	
ANT 425	What's for Dinner, Honey?: Food, Culture, Gender, and Health	
ANT 430	Violent Environments and Sustainability	
ANT 455	Food, Society, and Environment	
Select eighteen elective credits from any Anthropology (ANT) courses numbered above 300.		**18**
Total Credits		**36**

Note: Cultural Anthropology majors are encouraged to take any Creighton FLPA (Faculty-Led Program Away) course cross-listed with ANT or taught by one of our program faculty.

Anthropology majors who are planning to go to graduate school are encouraged to select elective courses that provide additional training in research methods, including ANT 314, ANT 318, and/or ANT 470.

Health Administration and Policy

Specific Requirements for Admission to the Health Administration and Policy Major

- Successful completion of HAP 200 Introduction To Healthcare Administration with a grade of "C" or higher and cumulative GPA of 2.5 or higher.

B.S., Major in Health Administration and Policy Requirements: 46 credits

Code	Title	Credits
Health Issues Core Requirements		
HAP 200	Introduction To Healthcare Administration	3
ANT 111	Introduction to Anthropology: Human and Cultural Diversity	3
or ANT 113	Introduction to Anthropology: Social and Cultural Determinants of Health	
or SOC 101	Introduction to Sociology: Self and Society	
HAP 310	Health Finance and Budgeting	3
HAP/PLS 334	Public Policy And Health Care	3
HAP 515	Law and Health Systems	3
Management Core Requirements		
ACC 201	Introduction to Financial Accounting	3
HAP/PLS 331	Public and Non-Profit Administration	3
MGT 271	Organizational Behavior	3
Qualitative and Quantitative Methods Requirement		
HAP/SOC/ANT 314	Statistics for the Social Sciences	4
or PLS 310	Political Science Research Methods 2	
Ethics Requirement		
HAP/JPS 416	Healthcare Ethics: Public Health, Administration, and Clinical Care	3
or HAP 404	Bioethics and Society	
or PHL 425	Sciences, Ethics & Society	
or HAP 457	Biomedical Ethics: Philosophical and Theological Approaches	
Internship Requirement		3
HAP 485	Internship In Health Administration And Policy	

HAP Electives: Select two courses from the following list:		6
ANT 211	Medical Anthropology	
BIA 253	Management Information Systems	
COM 320	Leadership: Theories, Styles, And Skills	
COM 364	Family Communication About Health and Well-Being	
ECO 513	Health Economics	
EDP 362	Dominican Republic in Context	
HAP/ANT/SOC 317	Global Health: A Biosocial and Justice-Oriented Approach	
HAP 350	The Essentials of Public Health	
HAP 355	Essentials of Epidemiology	
HAP/ANT 383	Cultural Epidemiology: Global Perspectives	
HAP/COM 390	Health Communication	
HAP/ANT/SOC 418	Healthcare, Society and Culture	
HAP/ANT 422	Health, Disease, and Suffering in the Past and Present	
HAP/COM 450	Communicating Health Narratives	
HAP/PLS 520	Statistical Methods for Public Administration and Policy Analysis	
MGT 351	Human Resources Management	
MGT 421	Recruitment and Selection	
MGT 431	Training and Development	
MKT 319	Principles of Marketing	
SOC 470	Making Maps that Matter: Introduction to Geographic Information Systems	
SWK 399	Trauma Care for the Whole Person	
HAP Topical Seminars: Select two courses from the following list:		6
HAP 410	Seminar In Health Administration (May take twice if topics are different)	
HAP 411	Seminar in Healthcare Administration: Healthcare Planning and Marketing	
HAP 412	Information Systems in Healthcare Management	
HAP 413	Service Excellence and Human Resources in Healthcare	
HAP 414	Careers in Health Administration	
HAP 415	Seminar in Healthcare Management	
HAP/PLS 433	Public Policy Analysis	

Justice and Society

The Justice and Society major in the Justice and Peace Studies (JPS) Program empowers students as agents of change who advance justice, peace, and environmental sustainability in our complex world.

The flexible curriculum complements any major, supports any minor, can be tailored to support any interests, and helps prepare students for any career.

The interdisciplinary curriculum is anchored in Creighton's Catholic, Jesuit tradition and cultivates the Ignatian ideal of *cura personalis* by developing the skills of:

- **Social analysis** to diagnose the root causes of problems.
- **Ethical reflection** to make moral judgments about pressing issues.
- **Vocational discernment** to discover personal and professional pathways to build a better world.

JPS Program alumni are well-rounded "men and women for and with others" and have careers in health care (as doctors, nurses, mental health practitioners, and administrators), law, social work, public policy, education, pastoral ministry, negotiation and conflict resolution, mediation, and more.

B.A., Major in Justice and Society Requirements: 40 Credits

Code	Title	Credits
Introductory Course		**3**
Select one of the following:		
SOC 101	Introduction to Sociology: Self and Society	
ANT 111	Introduction to Anthropology: Human and Cultural Diversity	
ANT 112	Introduction to Anthropology: Culture, Ecology and Sustainability	
ANT 113	Introduction to Anthropology: Social and Cultural Determinants of Health	
Sociology/Anthropology		
SOC/ANT 301	Social and Cultural Theory	3
SOC 312	Research Design for the Social Sciences	3
SOC/ANT 314	Statistics for the Social Sciences	4
SOC/ANT 316	Qualitative Methods, Ethnography, and Engagement	3
SOC 411	Social Inequality and Stratification	3
Service, Justice, and Vocational Discernment		**6**
JPS 460	Models and Heroes of Service and Justice	
JPS 499	Land More Than a Job: Justice, Career, and Vocational Discernment	
Ethics		**3**
Select one of the following:		
JPS/THL 274	Theological Ethics: Social Action and Political Advocacy	
JPS/THL 565	Catholic Social Teaching	
Peace Studies		**3**
Select one of the following:		
ANT 336	An Introduction to Conflict Resolution	
THL 305	Ultimate Questions: Reconciliation	
JPS/THL 588	Christian Ethics Of War And Peace	
Ecological Sustainability		**3**
Select one of the following:		
ANT 424	Sustainability Across the Rural Americas	
HIS 179	A History of (Un)natural Disasters	
HIS 483	History of Environmental Inequalities	
HIS 488	Global Environmental History	
PHL 275	Philosophical Ethics: Energy and Environment	
PHL 354	Environmental Ethics	
SOC 420	Environment & Society: Sociological Perspectives	
SUS 400	Sustainable Practice: The Examined Life	
THL 175	The Human Induced Climate Crisis:Origins and Solutions	

THL 301	Divine Providence, Catholic Social Teaching, & the Problem of Climate Change	
THL 541	God is Green	
Elective Courses		**6**
Choose two courses in any combination from the following:		
300+ Anthropology (Cultural or Medical), Communication Studies, Criminal Justice, Education, Encuentro Dominicano, English, Environmental Science, Health Administration and Policy, History, Honors, Justice and Peace Studies, Political Science, Philosophy, Psychology, Social Work, Sociology, Sustainability Studies, or Theology chosen in consultation with the JPS director.		
Total Credits		**40**

Medical Anthropology

B.A., Medical Anthropology Requirements: 38 Credits

Code	Title	Credits
Select one of the following Introductory Courses:		**3**
ANT 111	Introduction to Anthropology: Human and Cultural Diversity	
ANT 112	Introduction to Anthropology: Culture, Ecology and Sustainability	
ANT 113	Introduction to Anthropology: Social and Cultural Determinants of Health	
Core courses:		**20**
ANT 211	Medical Anthropology	
ANT 301	Social and Cultural Theory	
ANT 314	Statistics for the Social Sciences (In consultation with the student's advisor, ANT 314 can be substituted by a statistics course offered by a different department, such as BIO 311, MTH 361, and PSY 313.)	
ANT 316	Qualitative Methods, Ethnography, and Engagement	
ANT 318	Applied Research: Assessment and Evaluation	
ANT 499	Senior Capstone: Applying the Social Sciences	
Select one of the following:		**3**
ANT 317	Global Health: A Biosocial and Justice-Oriented Approach	
ANT 418	Healthcare, Society and Culture	
ANT 422	Health, Disease, and Suffering in the Past and Present	
Electives:		**12**
Select 12 credits of any Anthropology (ANT) courses.		
Total Credits		**38**

Note: Medical Anthropology majors are encouraged to take any Creighton FLPA (Faculty Led Program Away) course cross-listed with ANT or taught by one of our program faculty.

Students who are interested in a double-major in Social Work and Medical Anthropology should contact the current Program Director in Social Work and/or in Medical Anthropology for early advising toward an appropriate four-year plan.

Public Health

B.S., Major in Public Health (43-49 Credits)

Program Director: Susan Walsh
Sponsoring Departments: Biology, Cultural and Social Studies, English, Mathematics, Nursing, Philosophy, Political Science and International Relations.

The Bachelor of Science in Public Health takes an interdisciplinary approach to looking at the health of populations and their communities. Driven by the social justice call of our Jesuit, Catholic Mission, this major will give students an opportunity to understand health trends, the interaction between environment and health outcomes, and health disparities that affect those in most need. Students will build a solid background in data analysis, biological constructs pertaining to disease, and the cultural aspects of health and public health worldwide. Students can add an additional six credit professional track concentration to the major.

Public Health Major - Requirements: (43 Credits)

Code	Title	Credits
Core Requirements		
Fundamentals (All Courses Required)		
ANT/HAP 317	Global Health: A Biosocial and Justice-Oriented Approach	3
HAP 350	The Essentials of Public Health	3
HAP 355	Essentials of Epidemiology	3
Microbiology (Choose 1 course)		**4**
BIO 123	Microbiology for Health Professionals	
BIO 350	Fundamentals of Microbiology	
BIO 452 & BIO 453	Microbiology and Microbiology Laboratory	
Statistics (Choose 1 course)		**3**
BIO 311	Biostatistics	
MTH 361	Probability and Statistics in the Health Sciences	
MTH 362	Statistical Modeling	
NUR 200	Statistical Reasoning	
PLS 310	Political Science Research Methods 2	
SOC 314	Statistics for the Social Sciences	
Health Disparities/Population Health (Choose 2 courses)		**6**
ANT 113	Introduction to Anthropology: Social and Cultural Determinants of Health	
ANT 211	Medical Anthropology	
ANT/HAP 383	Cultural Epidemiology: Global Perspectives	
ANT 418	Healthcare, Society and Culture	
ANT 421	Public Health and Social Justice in Haiti	
PLS 436	Politics And Ethics Of Science And Technology	
NUR 366	Population Health I	
NUR 439	Population-Based Health Concepts II	
ANT/EVS 307	Demography: World Population Issues	
EVS/SOC 420	Environment & Society: Sociological Perspectives	
Human Health and Disease (Choose 1 course)		**3**
ANT 422	Health, Disease, and Suffering in the Past and Present	

BIO 159	Human Biology	
BIO 432	Immunology	
BIO 449	Physiology	
EXS 320	Human Physiology	
Public Health Literature and History (Choose 2 courses)		**6**
ENG 229	Literature and Medicine	
ENG 376	Caring for the Poor: Poverty, Health Care, and the Novel	
HIS 176	Controversies in Science and Medicine (1900-1990)	
HIS 179	A History of (Un)natural Disasters	
HIS 277	Medicine in Africa and the African Diaspora	
HIS 372	Equality, Minorities, And Public Policy	
HIS 374	The Politics of Heredity: Eugenics in America	
HIS 476	Historiography of Science and Medicine	
Health Data, Policy and Management (Choose 2 courses)		**6**
CRJ/SOC 323	Crime, Victimization and Public Health	
HAP 200	Introduction To Healthcare Administration	
HAP 334	Public Policy And Health Care	
HAP/PLS 331	Public and Non-Profit Administration	
NUR 475	Professional Concepts III	
PLS 333	Environmental Politics And Policy	
PLS 435	Global Poverty and Development	
Healthcare Ethics (Choose 1 course)		**3**
HAP/JPS 416	Healthcare Ethics: Public Health, Administration, and Clinical Care	
PHL 404	Bioethics and Society	
PHL 425	Sciences, Ethics & Society	
PHL 456	Public Health Ethics	
Health Communication (Choose 1 course)		**3**
COM 364	Family Communication About Health and Well-Being	
COM 390	Health Communication	
COM 450	Communicating Health Narratives	
JRM 341	Public Relations Writing	
Total Credits		**43**

Public Health Major - Professional Track concentration Requirements: (49 Credits)

Students who choose the Professional Track Concentration will complete all requirements for the Public Health major, one additional course in the area of Data Curation, and a Capstone course.

Code	Title	Credits
CORE REQUIREMENTS		
Fundamentals (All Courses Required)		
ANT/HAP 317	Global Health: A Biosocial and Justice-Oriented Approach	3
HAP 350	The Essentials of Public Health	3
HAP 355	Essentials of Epidemiology	3
Microbiology (Choose 1 course)		**4**
BIO 123	Microbiology for Health Professionals	
BIO 350	Fundamentals of Microbiology	
BIO 452 & BIO 453	Microbiology and Microbiology Laboratory	
Statistics (Choose 1 course)		**3**
BIO 311	Biostatistics	
MTH 361	Probability and Statistics in the Health Sciences	
MTH 362	Statistical Modeling	
NUR 200	Statistical Reasoning	
PLS 310	Political Science Research Methods 2	
SOC 314	Statistics for the Social Sciences	
Health Disparities/Population Health (Choose 2 courses)		**6**
ANT 113	Introduction to Anthropology: Social and Cultural Determinants of Health	
ANT 211	Medical Anthropology	
PLS 436	Politics And Ethics Of Science And Technology	
ANT/HAP 383	Cultural Epidemiology: Global Perspectives	
NUR 366	Population Health I	
NUR 439	Population-Based Health Concepts II	
ANT/EVS 307	Demography: World Population Issues	
EVS/SOC 420	Environment & Society: Sociological Perspectives	
Human Health and Disease (Choose 1 course)		**3**
ANT 422	Health, Disease, and Suffering in the Past and Present	
BIO 159	Human Biology	
BIO 432	Immunology	
BIO 449	Physiology	
EXS 320	Human Physiology	
Public Health Literature and History (choose 2 courses)		**6**
ENG 229	Literature and Medicine	
ENG 376	Caring for the Poor: Poverty, Health Care, and the Novel	
HIS 176	Controversies in Science and Medicine (1900-1990)	
HIS 179	A History of (Un)natural Disasters	
HIS 277	Medicine in Africa and the African Diaspora	
HIS 372	Equality, Minorities, And Public Policy	
HIS 374	The Politics of Heredity: Eugenics in America	
HIS 476	Historiography of Science and Medicine	
Health Data, Policy and Management (Choose 2 courses)		**6**
CRJ/SOC 323	Crime, Victimization and Public Health	
HAP 200	Introduction To Healthcare Administration	
HAP 334	Public Policy And Health Care	
HAP/PLS 331	Public and Non-Profit Administration	
NUR 475	Professional Concepts III	
PLS 333	Environmental Politics And Policy	
PLS 435	Global Poverty and Development	
Healthcare Ethics (Choose 1 course)		**3**
PHL 404	Bioethics and Society	
PHL 425	Sciences, Ethics & Society	
PHL 456	Public Health Ethics	
HAP/JPS 416	Healthcare Ethics: Public Health, Administration, and Clinical Care	
Health Communication (Choose 1 course)		**3**

COM 364	Family Communication About Health and Well-Being	
COM 390	Health Communication	
COM 450	Communicating Health Narratives	
JRM 341	Public Relations Writing	
Data Curation (Choose 1 course)		**3**
ANT/CRJ/ HAP/SWK 318	Applied Research: Assessment and Evaluation	
DSC 365	Introduction to Data Science	
Capstone (Choose 1 course)		**3**
HAP 410	Seminar In Health Administration	
HAP 485	Internship In Health Administration And Policy	
Total Credits		**49**

Social Work

Program Director: Monica White

The Bachelor of Social Work (BSW) program is part of the Department of Cultural and Social Studies. The Social Work program's mission is "The purpose of the Creighton Social Work program is to facilitate learning experiences integrating both the art and science of social work practice. Social work students are educated to join with, assess and utilize best practices to address the needs of vulnerable and marginalized populations. Integrating knowledge with care of the whole person is not only the cornerstone of a Jesuit education but required for accreditation, certification and licensure for the social work profession. This program provides "hands-on" learning experiences whenever feasible and provides quality supervision and support during the learning process to enhance the capacity and resiliency of our students.

The goals of the Social Work program are:

1. Prepare undergraduate generalist social work practitioners, grounded in evidence-informed practice, to work with individuals, families, groups, organizations and communities including an understanding and applicability of the global perspective for practice.
2. Prepare entry level generalist practitioners who apply ethical decision-making based on the National Association of Social Work Code of Ethics and the Ignatian charisms, integrating personal and professional ideals through mature self-evaluation and self-reflection.
3. Prepare social work leaders committed to advancing social and economic justice and human rights along with reducing social and economic inequities in society.

The Social Work program is accredited by the Council on Social Work Education.

Specific requirements for Admission and Progression in the Social Work program

- Students may declare a social work major during first or second year, after consultation with Program Director, Monica White (monicawhite@creighton.edu) or Field Education Director, Cathy Fox (cathyfox@creighton.edu).
- Successful completion (grade C or higher) of ***one*** of the following SWK courses prior to junior-year application for practice-based courses; remaining courses will be completed during major course progression. Late-declaring students should contact Program Director, Monica White (monicawhite@creighton.edu) to discuss possible exceptions.
  - SWK 201 Introduction to Social Work and Advocacy Skills
  - SWK 275 Working with Infants through Adolescents - Human Behavior and the Social Environment 1
  - SWK 276 Working with Adults through the Lifespan - Human Behavior and the Social Environment 2
- a minimum GPA of 2.5
- Admission to the program is selective and is based upon an application process that includes: the declaration of the major, a written application and student assessment.
- The second step of the application process must be completed and admission determined before students may register for SWK 345 Practice I: Social Work with Individuals and Families.

Major Requirements (41 credits)

Code	Title	Credits
Course Requirements		
SWK 201	Introduction to Social Work and Advocacy Skills	3
SWK 275	Working with Infants through Adolescents - Human Behavior and the Social Environment 1	3
SWK 276	Working with Adults through the Lifespan - Human Behavior and the Social Environment 2	3
SWK 298	Economics, Policy and Social Welfare	3
SWK 345	Practice I: Social Work with Individuals and Families	3
SWK 346	Social Work Pre-Practicum 1	1
SWK 347	Social Work Pre-Practicum 2	1
SWK 359	Practice 2: Social Work with Groups	3
SWK 435	Practice III: Social Work with Organizations and Communities	3
SWK 440	Social Work Leadership Grounded in Anti-Racist, Anti-Oppressive Practice	3
SWK 460	Field Practicum Seminar I	2
SWK 461	Field Practicum 1	5
SWK 480	Field Practicum Seminar II	3
SWK 481	Field Practicum 2	5
Total Credits		**41**

CSWE standards require that social work majors enter their careers with solid foundations in relevant content areas. Students should, therefore, be alert to the following required support courses.

Code	Title	Credits
SOC 101	Introduction to Sociology: Self and Society	3
Select one of the following:		3
ANT 111	Introduction to Anthropology: Human and Cultural Diversity	
ANT 112	Introduction to Anthropology: Culture, Ecology and Sustainability	
ANT 113	Introduction to Anthropology: Social and Cultural Determinants of Health	
PSY 201	Introductory Psychology	
Select one of the following:		3-4
SOC 312	Research Design for the Social Sciences	
ANT 316	Qualitative Methods, Ethnography, and Engagement	
PSY 313	Research Methods And Statistics I	

PLS 310	Political Science Research Methods 2
SWK/ANT 318	Applied Research: Assessment and Evaluation

In order to be eligible for field placement, a student must have achieved a minimum GPA of 2.5 in all required courses for the Social Work major and must be certified ready for practicum as detailed in the Social Work Student Handbook & Field Practicum Manual.

Students must earn a grade of "C" or better in SWK 201, SWK 275, SWK 276, SWK 298, Support courses listed above, and Research courses.

Students must earn a grade of "C+" or better in: SWK 345, SWK 346, SWK 347, SWK 359, SWK 435, SWK 440, SWK 460, SWK 461, SWK 480, SWK 481.

Students may re-take the course 1 time to achieve the required grade.

Sociology

B.S., Major in Sociology Requirements: 37 Credits

Code	Title	Credits
Introductory Course		
SOC 101	Introduction to Sociology: Self and Society	3
All of the following foundational courses:		
SOC 301	Social and Cultural Theory	3
SOC 312	Research Design for the Social Sciences	3
SOC 314	Statistics for the Social Sciences	4
SOC 411	Social Inequality and Stratification	3
Select twenty-one credits from the following:		**21**
SOC 170	Social Science and Social Problems	
SOC/CRJ 201	Introduction to the Criminal Justice System	
SOC 309	The Urban Social System	
SOC 310	Religion And Contemporary American Society	
SOC 313	Power and Society: Political Sociology in Action	
SOC 316	Qualitative Methods, Ethnography, and Engagement	
SOC 317	Global Health: A Biosocial and Justice-Oriented Approach	
SOC 318	Gender in American Society	
SOC 320	Theories of Crime and Deviance	
SOC 322	Victim Advocacy Policy and Practice	
SOC 323	Crime, Victimization and Public Health	
SOC 340	Gender Communication	
SOC 341	Race and Justice	
SOC 360	Gender, Society and Culture	
SOC 399	Trauma Care for the Whole Person	
SOC 400	Topical Seminar in Sociology	
SOC 415	Social Stratification in the Dominican Republic	
SOC 418	Healthcare, Society and Culture	
SOC 420	Environment & Society: Sociological Perspectives	
SOC 423	Law and Society	
SOC 424	Sustainability Across the Rural Americas	
SOC 425	What's for Dinner, Honey": Food, Culture, Gender and Health	
SOC 430	Violent Environments and Sustainability	
SOC 455	Food, Society, and Environment	
SOC 470	Making Maps that Matter: Introduction to Geographic Information Systems	
SOC 493	Directed Independent Readings	
SOC 495	Directed Independent Study	
SOC 497	Directed Independent Research	
SOC 540	Structural Injustice: Engaging Constructively with Demographic Change	
JPS 274	Theological Ethics: Social Action and Political Advocacy	
JPS 499	Land More Than a Job: Justice, Career, and Vocational Discernment	
Total Credits		**37**

Criminal Justice Minor

Minor in Criminal Justice Requirements: 18 Credits *

The Criminal Justice minor introduces students to the history, current structure, and processes of the American criminal justice system, including its principal components, the ethical issues surrounding each of those components, and the research that evaluates the impact of the system. It provides an introduction to the perspectives of other social systems and cultures, as well as the contemporary competing models of what a criminal justice system ought to be, both domestic and cross-cultural.

Code	Title	Credits
All of the following Criminal Justice courses:		
SOC 320	Theories of Crime and Deviance	3
CRJ 201	Introduction to the Criminal Justice System	3
CRJ 323	Crime, Victimization and Public Health	3
CRJ 423	Law and Society	3
Select six credits from the following:		**6**
CRJ 225	From the Grave: Fundamentals of Forensic Anthropology	
CRJ 289	Self-Care for the Helping Professions	
CRJ 312	Research Design for the Social Sciences	
CRJ 314	Statistics for the Social Sciences	
CRJ 316	Qualitative Methods, Ethnography, and Engagement	
CRJ 317	Criminal Justice Administration and Ethics	
CRJ 318	Applied Research: Assessment and Evaluation	
CRJ 322	Victim Advocacy Policy and Practice	
CRJ 325	Death Investigation: Forensic Anthropology Methods	
CRJ 341	Race and Justice	
CRJ 350	Forensic Anthropology Field School	
CRJ 376	Family Dynamics	
CRJ 399	Trauma Care for the Whole Person	
CRJ 470	Making Maps that Matter: Introduction to Geographic Information Systems	
PLS 320	Law, Courts, and Politics	
PLS 337	Constitutional Law	
SOC 101	Introduction to Sociology: Self and Society	

SOC 170	Social Science and Social Problems	
SOC 301	Social and Cultural Theory	
SOC 309	The Urban Social System	
SOC 313	Power and Society: Political Sociology in Action	
SOC 314	Statistics for the Social Sciences	
SOC 318	Gender in American Society	
SOC 411	Social Inequality and Stratification	
SOC 540	Structural Injustice: Engaging Constructively with Demographic Change	
SWK 389	Addictions: Substances, Processes and People	
Total Credits		**18**

* Kingfisher concentration requirements are 9 credits total, chosen from the list of courses in the associated minor. Unless otherwise specified.

Cultural Anthropology Minor

The Cultural Anthropology minor introduces students to an holistic understanding of human diversity. By examining patterns of beliefs, values, behaviors, shared histories, and material realities, Cultural Anthropology focuses on what it means to be human. Our courses address relevant concerns such as food and nutrition; local and global identities; inter-cultural competence; urban, rural, and global economic development; and environmental sustainability. Through engaged field research methods, Cultural Anthropology recognizes culture as the primary means by which humans engage in social and environmental interactions to define meaningful and purposeful lives.

Minor in Cultural Anthropology Requirements: 18 Credits

Code	Title	Credits
Select one of the following Introduction courses:		3
ANT 111	Introduction to Anthropology: Human and Cultural Diversity	
ANT 112	Introduction to Anthropology: Culture, Ecology and Sustainability	
ANT 113	Introduction to Anthropology: Social and Cultural Determinants of Health	
Select both of the following:		6
ANT 301	Social and Cultural Theory	
ANT 316	Qualitative Methods, Ethnography, and Engagement	
Select nine additional credits from any Anthropology (ANT) courses.		9
Total Credits		**18**

Note: Cultural Anthropology minors are encouraged to take any Creighton FLPA (Faculty-Led Program Away) course cross-listed with ANT or taught by one of our program faculty.

Global Health Equity Minor

The Global Health Equity (GHE) minor introduces students to the interdisciplinary field of Global Health and to innovative approaches that recognize the central importance of ethnographic methodologies and social theories to better understand the local contours of global disease patterns and consider health equity and social justice as foundational in Global Health.

Global Health Equity Minor requirements (18 credits):

Code	Title	Credits
Foundations in Global Health		
Each of the following courses required:		
ANT 113	Introduction to Anthropology: Social and Cultural Determinants of Health	3
ANT 301	Social and Cultural Theory	3
ANT 316	Qualitative Methods, Ethnography, and Engagement	3
ANT 317	Global Health: A Biosocial and Justice-Oriented Approach	3
Moral Reasoning		**3**
Three credits from the following courses:		
HAP 410	Seminar In Health Administration	
HAP 416	Healthcare Ethics: Public Health, Administration, and Clinical Care	
HIS 176	Controversies in Science and Medicine (1900-1990)	
PHL 331	Moral Philosophy	
PHL 333	Philosophy Of The Human Sciences	
PHL 354	Environmental Ethics	
PHL 404	Bioethics and Society	
PHL 425	Sciences, Ethics & Society	
PHL 455	Health Care, Society, And Values	
PHL 456	Public Health Ethics	
PHL/THL 457	Biomedical Ethics: Philosophical and Theological Approaches	
THL 463	Social Justice in Selected Global Faith Traditions	
THL 534	Introduction to Liberation Theology	
THL 538	Seminar in Christian Anthropology	
THL 565	Catholic Social Teaching	
THL 567	Gender, Race and Morality	
Sociocultural Context		**3**
Three credits from the following courses:		
ANT 175	Nutritional Anthropology: Introduction to Foodways and Food Studies	
ANT 178	Global Citizenship	
ANT 179	Encountering Africa: Experiencing our Shared Humanity	
ANT 211	Medical Anthropology	
ANT 307	Demography: World Population Issues	
ANT 340	Native American Cultures and Health	
ANT 346	Peoples and Cultures of Latin America	
ANT 383	Cultural Epidemiology: Global Perspectives	
ANT 411	Social Inequality and Stratification	
ANT 421	Public Health and Social Justice in Haiti	
ANT 425	What's for Dinner, Honey?: Food, Culture, Gender, and Health	
ANT 430	Violent Environments and Sustainability	
ANT 455	Food, Society, and Environment	
ANT 561	Definitions of Health-Implications for Care: Austria, Hungary and the United States	
COM 450	Communicating Health Narratives	
EDP 362	Dominican Republic in Context	

HAP 350	The Essentials of Public Health	
HAP 355	Essentials of Epidemiology	
HAP 334	Public Policy And Health Care	
HIS 273	Global Perspectives in History: History of Science and Medicine	
Total Credits		**18**

Health Administration and Policy Minor

The minor in Health Administration and Policy is a program of interdisciplinary education structured to help students understand administration and policy issues as they relate to healthcare institutions. The minor is helpful to students who seek to understand the healthcare system either for personal use or as an adjunct to a career in one of the healthcare professions.

HAP minor (for all but BSN students) requirements: 18 Credits *

Code	Title	Credits
HAP 200	Introduction To Healthcare Administration	3
ANT 111	Introduction to Anthropology: Human and Cultural Diversity	3
or ANT 113	Introduction to Anthropology: Social and Cultural Determinants of Health	
or SOC 101	Introduction to Sociology: Self and Society	
HAP/PLS 334	Public Policy And Health Care	3
Select three courses from HAP major courses.		9
Total Credits		**18**

HAP minor (for BSN Students Only) requirements: 18 Credits

Code	Title	Credits
Each of the following is required:		
HAP 200	Introduction To Healthcare Administration	3
ANT 111	Introduction to Anthropology: Human and Cultural Diversity	3
or ANT 113	Introduction to Anthropology: Social and Cultural Determinants of Health	
or SOC 101	Introduction to Sociology: Self and Society	
NUR 200	Statistical Reasoning	3
NUR 439	Population-Based Health Concepts II	3
NUR 476	Applied Nursing Ethics	3
Select one of the following courses:		**3**
HAP 355	Essentials of Epidemiology	
HAP 412	Information Systems in Healthcare Management	
HAP 413	Service Excellence and Human Resources in Healthcare	
HAP 415	Seminar in Healthcare Management	
COM 364	Family Communication About Health and Well-Being	
COM 390	Health Communication	
COM 450	Communicating Health Narratives	
MGT 271	Organizational Behavior	
Or any course from HAP major courses.		
Total Credits		**18**

NOTE: Students with a non-HAP major(s) may minor in HAP as long as they take at least two courses listed above that are not part of their major(s).

* Kingfisher concentration requirements are 9 credits total, chosen from the list of courses in the associated minor. Unless otherwise specified.

Justice and Peace Studies Minor

The Justice and Peace Studies (JPS) minor empowers students as agents of change who advance justice, peace, and environmental sustainability in our complex world.

The flexible curriculum complements any major, can be tailored to support any interests, and helps prepare students for any career.

The interdisciplinary curriculum is anchored in Creighton's Catholic, Jesuit tradition and cultivates the Ignatian ideal of *cura personalis* by developing the skills of:

- **Social analysis** to diagnose the root causes of problems.
- **Ethical reflection** to make moral judgments about pressing issues.
- **Vocational discernment** to discover personal and professional pathways to build a better world.

JPS Program alumni are well-rounded "men and women for and with others" and have careers in health care (as doctors, nurses, mental health practitioners, and administrators), law, social work, public policy, education, pastoral ministry, negotiation and conflict resolution, mediation, and more.

Minor in Justice and Peace Studies Requirements: 18 Credits *

Code	Title	Credits
Service, Justice, and Vocational Discernment		
JPS 460	Models and Heroes of Service and Justice	3
JPS 499	Land More Than a Job: Justice, Career, and Vocational Discernment	3
Ethics		**3**
Select one of the following:		
JPS/THL 274	Theological Ethics: Social Action and Political Advocacy	
JPS/THL 565	Catholic Social Teaching	
Elective Courses		**9**
Choose three courses in any combination from the following:		
300+ Anthropology (Cultural or Medical), Communication Studies, Criminal Justice, Education, Encuentro Dominicano, English, Environmental Science, Health Administration and Policy, History, Honors, Justice and Peace Studies, Political Science, Philosophy, Psychology, Social Work, Sociology, Sustainability Studies, or Theology chosen in consultation with the JPS director.		
Total Credits		**18**

* Kingfisher concentration requirements are 9 credits total, chosen from the list of courses in the associated minor. Unless otherwise specified.

Medical Anthropology Minor

The Medical Anthropology minor introduces students to the factors that influence health and well-being, the experience and distribution of illness, the prevention and treatment of sickness, healing processes, therapy management, and the cultural importance of having multiple medical systems.

Note: Students who are Nursing (NUR) majors should follow the "Medical Anthropology Minor for Nursing Students" curriculum specifically approved for this track (see below).

Minor in Medical Anthropology Requirements: 18 Credits [1]

Code	Title	Credits
Select one of the following Introduction courses:		3
ANT 111	Introduction to Anthropology: Human and Cultural Diversity	
ANT 112	Introduction to Anthropology: Culture, Ecology and Sustainability	
ANT 113	Introduction to Anthropology: Social and Cultural Determinants of Health	
Take both of the following required courses:		6
ANT 211	Medical Anthropology	
ANT 316	Qualitative Methods, Ethnography, and Engagement	
Select one of the following courses:		3
ANT 317	Global Health: A Biosocial and Justice-Oriented Approach	
ANT 418	Healthcare, Society and Culture	
ANT 422	Health, Disease, and Suffering in the Past and Present	
Select six elective credits from any Anthropology (ANT) courses.		6
Total Credits		**18**

Note: Students in the Medical Anthropology minor are encouraged to take any Creighton FLPA (Faculty-Led Program Away) course cross-listed with ANT or taught by one of our program faculty.

[1] Nursing students have different requirements for the Medical Anthropology Minor. Please see below.

Minor in Medical Anthropology requirements (Nursing students only): 18 credits

Code	Title	Credits
Select one of the following:		3
ANT 111	Introduction to Anthropology: Human and Cultural Diversity	
ANT 113	Introduction to Anthropology: Social and Cultural Determinants of Health	
Take each of the following:		
ANT 211	Medical Anthropology	3
ANT 316	Qualitative Methods, Ethnography, and Engagement	3
NUR 200	Statistical Reasoning	3
NUR 439	Population-Based Health Concepts II	3
NUR 475	Professional Concepts III	3
Total Credits		**18**

Note: Students in the Nursing Medical Anthropology minor may take a Faculty Led Program Away (FLPA) course taught by an anthropology faculty member, in lieu of the ANT 316 requirement.

Public Health Minor

The minor in Public health acquaints students with the science of preventing disease, prolonging life and promoting healthy life styles both in this country and abroad. Public health includes the study of the causes and distribution of disease frequency in human populations and interventions aimed at minimizing risk factors and preventing disease at the population level. This discipline studies community efforts for improving the environment, containing community infections, addressing the social determinants of health and developing the social machinery to maintaining the health of a population.

Minor in Public Health Requirements: 19-20 Credits *

Code	Title	Credits
HAP 350	The Essentials of Public Health	3
HAP 355	Essentials of Epidemiology	3
HAP/JPS 416	Healthcare Ethics: Public Health, Administration, and Clinical Care	3
or HAP 404	Bioethics and Society	
or PHL 425	Sciences, Ethics & Society	
or HAP 457	Biomedical Ethics: Philosophical and Theological Approaches	
Global Health Requirement - Select one of the following courses:		**3**
HAP/SOC 317	Global Health: A Biosocial and Justice-Oriented Approach	
EDP 362	Dominican Republic in Context	
ANT 561	Definitions of Health-Implications for Care: Austria, Hungary and the United States	
Research Methods Requirement - Select one of the following courses:		**4**
HAP/SOC/ANT 314	Statistics for the Social Sciences	
or BIO 311	Biostatistics	
or PLS 310	Political Science Research Methods 2	
Select one of the following elective courses:		**3-4**
BIO 123	Microbiology for Health Professionals	
BIO 350	Fundamentals of Microbiology	
HAP/PLS 331	Public and Non-Profit Administration	
HAP/PLS 334	Public Policy And Health Care	
Or select one course from PH major.		
Total Credits		**19-20**

[1] EDP 362 Dominican Republic in Context taught in the Dominican Republic.

* Kingfisher concentration requirements are 9 credits total, chosen from the list of courses in the associated minor. BIO courses are excluded from the Kingfisher Concentration in Public Health.

Note: HAP majors may minor in Public Health as long as they take at least two courses listed above that are not part of their HAP major requirement.

Sociology Minor

The minor in Sociology is structured to introduce students to a range of topics, ranging from social problems and social inequalities to social institutions such as family, religion, education, politics, economics. The diversity and breadth of courses allows students the opportunity to explore areas relevant to individual interests.

Minor in Sociology Requirements: 18 Credits

Code	Title	Credits
SOC 101	Introduction to Sociology: Self and Society	3
Select fifteen additional SOC credits		15
Total Credits		**18**

Health Administration and Policy Certificate

Certificate in Health Administration and Policy requirements: 24 credits

Code	Title	Credits
HAP 200	Introduction To Healthcare Administration	3
ANT 111	Introduction to Anthropology: Human and Cultural Diversity	3
or ANT 113	Introduction to Anthropology: Social and Cultural Determinants of Health	
or SOC 101	Introduction to Sociology: Self and Society	
HAP 310	Health Finance and Budgeting	3
HAP 334	Public Policy And Health Care	3
HAP 515	Law and Health Systems	3
MGT 271	Organizational Behavior	3
Select two courses from HAP major courses.		6
Total Credits		**24**

Data Science

Program Director: Catherine Baker, Ph.D.

Data Science is the science of planning for, acquiring, managing, analyzing, modeling, and drawing inferences from data. Data scientists use statistical and computing skills to gain meaningful insights from big data. Students will explore the practical and theoretical foundations for interacting with data throughout its lifecycle: from data collection and storage through to data modeling and analysis. Data Science will develop computational and algorithmic problem-solving skills for interacting with data, apply statistical inference and modeling techniques to analyze large data sets, and use mathematical and computing tools to develop and evaluate new approaches for data modeling. Data Science majors will be able to communicate with both data consumers and data producers through written, oral, and visual techniques, and explore the ethical and professional issues surrounding the data revolution.

Major in Data Science (p. 116)

Data Science minor (p. 116)

Data Science

B.S., major in Data Science requirements (50 credits):

Code	Title	Credits
Prerequisites		
MTH 245	Calculus I	4
MTH 246	Calculus II	4
Data Science Core		
CSC 121	Computers and Scientific Thinking	3
DSC 365	Introduction to Data Science	3
DSC 366	Machine Learning	3
GDE 426	Data Visualization	3
CSC 542	Database Design and Security	3
DSC 599	Data Science Senior Capstone	3
Mathematics/Statistics Core		
MTH 350	Applied Linear Algebra and Differential Equations	3
or MTH 541	Mathematics for Data Scientists	
MTH 360	Elementary Probability and Statistics	3
or MTH 361	Probability and Statistics in the Health Sciences	
MTH 362	Statistical Modeling	3
Computer Science Core		
CSC 221	Introduction to Programming	3
CSC 222	Object-Oriented Programming	3
CSC 321	Data Structures	3
Electives (Choose one of the following tracks)		**6**
Option 1: Advanced Computer Science track		
Choose 2 of the following courses:		
CSC 421	Algorithm Design and Analysis	
CSC 445	Social Networks Analytics	
CSC 550	Introduction To Artificial Intelligence	
Option 2: Advanced Mathematics/Statistics track		
Choose 2 of the following courses:		
MTH 429	Advanced Linear Algebra	
MTH 561	Mathematical Statistics I	
MTH 562	Mathematical Statistics II	
Total Credits		**50**

Data Science Minor

The Data Science minor will encourage students to gain valuable experience and preparation for the growing field of Data Science, an interdisciplinary field combining elements of mathematics, statistics, and computing. Through completing the minor, students will

- learn how to acquire and manage "big data"
- learn how to use foundational tools of statistical science and machine learning
- gain technical expertise in programming using R and Python
- explore applications of data science in their chosen major disciplines

Data Science Minor Requirements (18 credits):*

Code	Title	Credits
Required Courses		
CSC 221	Introduction to Programming	3

or CSC 222	Object-Oriented Programming	
DSC 365	Introduction to Data Science	3
DSC 366	Machine Learning	3
MTH 360	Elementary Probability and Statistics	3
or MTH 361	Probability and Statistics in the Health Sciences	
MTH 362	Statistical Modeling	3
One additional course chosen from the following:		3
BIA 472	Visual Analytics and Visualization	
BIA 484	Machine Learning	
BIO 501	Bioinformatics	
CSC 321	Data Structures	
CSC 421	Algorithm Design and Analysis	
ECO 418	Econometrics	
ECO 433	Regional Economic Analysis	
FIN 505	Financial Modeling	
HIS 316	Introduction to Digital Humanities	
MKT 343	Marketing Research	
MKT 479	Seminar in Marketing	
MTH 561	Mathematical Statistics I	
PHY 553	Computational Physics	
PLS 421	Public Opinion, Political Behavior And Survey Research	
PSY 370	Applying Research Methods and Statistics in Psychology	
Total Credits		**18**

* Kingfisher Concentration requirements: Choose any 9 credits from list above.

Digital Humanities

Program Director: Simon Appleford

The interdisciplinary minor in Digital Humanities explores the role and impact of digital technologies on our lives in the twenty-first century. Students will learn to evaluate, select, and use a wide-range of digital tools to communicate ideas and arguments to a variety of audiences and will become thoughtful and critical users of digital tools, technologies, and spaces. The minor is designed to be flexible to a student's own interests and each student will have an opportunity to create full-scale digital projects on humanities and related topics that include history, literature, archaeology, communication studies, geospatial analysis, textual analysis, and more.

Digital Humanities Minor requirements: 18 credits *

Code	Title	Credits
Required courses:		
HIS 316	Introduction to Digital Humanities	3
HIS 435	Digital Cultures	3
CSC 221	Introduction to Programming	3
HIS 497	Directed Independent Research	3
Two courses (six credits) of electives from the following:		**6**
AMS/ANT/ SOC 470	Making Maps that Matter: Introduction to Geographic Information Systems	
CSC 222	Object-Oriented Programming	
CSC 444	Human Computer Interaction	
CSC 450	Data of/by/for the People	
CSC 551	Web Programming	
DSC 365	Introduction to Data Science	
DSC 366	Machine Learning	
ENG/COM 312	Mass Media and Modern Culture	
ENG 315	Technical And Professional Writing	
ENG 382	History and Future of the Book	
ENG 439	Literacy And Technology: How Technology Shapes Cultural Literacy	
GDE 324	Digital Foundations	
GDE 382	Web Design	
GDE 385	Computer Illustration	
GDE 423	Interaction Design	
GDE 425	3D Digital Design	
HIS 317	Mapping History: Cartography from the Early Modern to Digital Age	
HIS 483	History of Environmental Inequalities	
JRM 327	Social Media	
JRM 419	Online Storytelling	
SOC 313	Power and Society: Political Sociology in Action	
SOC 314	Statistics for the Social Sciences	
Total Credits		**18**

* Kingfisher concentration requirements are 9 credits total, chosen from the list of courses in the associated minor. Unless otherwise specified.

Economics - B.A.

Chair: Lee M. Dunham
Department Office: Harper Center

The Department of Economics, supervised by the Department of Economics and Finance in the Heider College of Business, provides a program of study **for students in the College of Arts and Sciences** who wish to obtain the degree of Bachelor of Arts with economics as the field of concentration. This program is designed to acquaint the student with the tools and techniques of economic analysis and the contribution of economic analysis to decision-making in the business firm and to society. The program is designed to prepare those interested in careers as economists or economic analysts in business, government, and non-government organizations and for graduate study in economics. Alternatively, students can receive the degree of Bachelor of Science in Business Administration with Economics as the field of concentration. Please refer to the department's listing under the Heider College of Business (p. 187) for further information about this degree.

B.A., Major in Economics requirements: 40 credits

Code	Title	Credits
Course requirements		
ECO 203	Introductory Microeconomics	3
ECO 205	Introductory Macroeconomics	3
ECO 303	Intermediate Microeconomics	3
ECO 305	Intermediate Macroeconomics	3
ECO 418	Econometrics	3
or ECO 508	History of Political Economy	

MTH 141	Applied Calculus	3
or MTH 231	Calculus for the Biological Sciences	
or MTH 245	Calculus I	
MTH 161	Business Statistics	3
BIA 261	Business Analytics	4
Select 15 credits of upper-level courses (300 or above) in Economics.		15
Total Credits		**40**

Note: MTH 161 Business Statistics, MTH 141 Applied Calculus, MTH 231 Calculus for the Biological Sciences or MTH 245 Calculus I are pre-requisites to BIA 261 Business Analytics and should be completed by the second semester of the junior year, at the latest.

Minor in Economics requirements: 18 Credits

The Economics minor offers the student the opportunity to achieve a basic understanding of the economic fundamentals at work in actions by individuals, firms, and governments. Students will examine resource allocation, income distribution, production, employment, and prices in a market economy.

Code	Title	Credits
ECO 203	Introductory Microeconomics	3
ECO 205	Introductory Macroeconomics	3
ECO 303	Intermediate Microeconomics	3
ECO 305	Intermediate Macroeconomics	3
Select 6 credits of 300-level and above ECO courses.		6

Education

Department and Program Leadership

Chair: Jean L. Hearn, EdD
Associate Chair/Accreditation Coordinator: Ronald D. Fussell, EdD
Director of Secondary Education: Max T. Engel, PhD
Director of Elementary Education: Carin Appleget, PhD
Director of Counselor Education: Jan Powers, PhD
Director of Educational Leadership: Ann T. Mausbach, PhD
Director of Catholic School Leadership: Ronald D. Fussell, EdD
Coordinator of Early Childhood Education: Carin Appleget, PhD
Department Office: Eppley, Room 450

Mission

Faculty and staff in the Education Department empower teachers, administrators, and counselors to transform the lives of their students by preparing graduates to be compassionate and effective leaders in the Jesuit tradition.

Vision

In the Jesuit tradition, we graduate women and men who build a better world by living and leading according to these charisms:

- Reflective practice (contemplation in action),
- Care for others (*cura personalis*),
- Promotion of service, justice, and inclusive community (men and women for and with others),
- Sharing gifts for the greater good and the greater glory of God (*magis, ad majorem Dei gloriam*).

Marks of Distinction

Faculty and staff in the Department of Education will be known for:

- Placing the Jesuit charisms and Ignatian pedagogy at the center of all coursework.
- Emphasizing social justice so that our graduates are formed to lead in highly diverse schools.
- Providing specialized preparation so that our graduates are ready to serve students with diverse needs and backgrounds in P-12 schools.
- Providing specialized preparation for those who wish to serve in Catholic schools.

Programs

The Education Department offers an undergraduate program in Elementary Education (major). Additional programs are offered through the Graduate School. Specific programs may have additional requirements.

Student Field Experience and Professional Background Requirements

Many of our courses include field experiences at an elementary or secondary school, and students must arrange their own transportation to complete these field experiences. Prior to admission and field experiences, the student must sign and have notarized an affidavit assuring that a) the student does not have a felony or misdemeanor conviction involving abuse, neglect, or sexual misconduct and b) the student possesses the mental capacity to fulfill the duties of a professional educator who will be responsible for students. After submitting the professional affidavit, any new convictions or changes in ability to fulfill the duties of a professional educator must be reported to the Director of Field Placement as soon as possible. Prior to the first field experience and again prior to student teaching, the student must pass a background check as specified by our Department.

The Department of Education is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and approved by the State of Nebraska.

Majors in Education

Specific Requirements for Admission to Education Programs

Students will be allowed to register for 300 level and above courses only after receiving formal admission to the Education Department. In order to be considered for admission, students must obtain a minimum GPA of 2.5, achieve acceptable scores on the Praxis Core Test, receive acceptable grades in EDU 170 Diversity and Justice in Education and EDU 211 Exploring Child and Adolescent Development, and complete department application procedures, including a satisfactory background check through the Education Department. In addition, an interview may be requested by the Selection and Retention Committee.

- B.S., Major in Elementary Education (P-6) (p. 119)

Elementary Education (AAS to BS)

Students who have successfully earned the Associate in Applied Science (AAS) degree in Early Childhood Education at Metropolitan Community College may be eligible to earn the Bachelor of Science (BS) degree in elementary education at Creighton University.

- Elementary Education AAS-BS (p. 121)

Accelerated Masters Program

- BS-Elementary Ed / MS-Educational Specialist Areas (p. 120)

Minor in Education

The Education Minor offers students the opportunity to explore education and the vocation of teaching while also attaining a major in another academic area or college. Numerous courses within the EDU minor also fulfill Magis Core requirements and this minor pairs well with any degree offered in CCAS, HCB, or SON. Nine of the eighteen credits can be put directly towards a Master's Degree in Education if the student applies for the Accelerated Bachelor's to Master's Degree program in Education.

Students must meet with the Secondary Education Director to formalize intent to pursue the EDU minor. This meeting should happen early in a student's pursuit of the minor but *must* occur prior to the student enrolling in any of the 500-level courses.

Education minor requirements (18 credits)

Code	Title	Credits
Choose one of the following:		3
EDU 170	Diversity and Justice in Education	
EDU 299	Understanding Educational Assessment and Statistical Reasoning	
Choose one of the following:		3
EDU 104	Integration of Art, Music, and PE	
EDU 131	Literature for Children	
Choose one of the following:		3
SWK 261	Social Welfare Needs of Vulnerable Populations:Exploring Helping Role from Social Work Perspective	
SWK 376	Family Dynamics	
SWK 377	Grief, Loss & Bereavement	
SWK 389	Addictions: Substances, Processes and People	
SWK 399	Trauma Care for the Whole Person	
EDU 299	Understanding Educational Assessment and Statistical Reasoning (Only if not taken as an intro course)	
Each of the following are required:		
EDU 510	Growth And Development	3
or PSY 510	Growth and Development	
EDU 595	Restorative Justice in the Eyes of our Youth	3
EDU 525	Inclusion and Differentiation in the Elementary Classroom	3
Total Credits		**18**

In addition to completing all requirements of the chosen programs in the Education Department, students must consult with the Education Department and with the appropriate agency in the state in which they intend to teach in order to learn about all of the requirements for teacher certification.

Elementary Education

BS, Major in Elementary Education requirements: 52 credits

Code	Title	Credits
EDU 104	Integration of Art, Music, and PE	3
EDU 131	Literature for Children	3
EDU 170	Diversity and Justice in Education	3
EDU 211	Exploring Child and Adolescent Development	3
EDU 242	Computer Related Technologies In Teacher Education	2
EDU 299	Understanding Educational Assessment and Statistical Reasoning	4
EDU 500	Literacy Assessment & Intervention	3
EDU 525	Inclusion and Differentiation in the Elementary Classroom	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 583	Facilitating Student Responsibility	3
EDU 584	Advanced Instructional Practices	3
EDU 591	Clinical Practice (Student Teaching) [1]	3-14
Total Credits		**48-59**

[1] See Student Teaching below.

In order to obtain Nebraska Certification in Elementary Education, a student must complete a minimum of 30 credit hours in the following content areas, with at least six credits in each area:

Communication, including literature, composition and speech
Mathematics
Science
Social Science

Please meet with an advisor when entering the elementary education program to plan for these content area credits. It is the student's responsibility to confirm all credits are earned before graduation.

Student Teaching/Clinical Experience

Student teaching is a one-semester (16 weeks), full-day teaching experience. All professional education coursework, the designated minimum 100 hours of pre-student teaching field experiences, and a cumulative GPA of 2.75 or higher are required to be eligible enroll for the Student Teaching/Clinical Experience semester. Traditional undergraduate students will take up to 14 credit hours of EDU 591. All students will also be required to participate in a Clinical Practice Seminar as part of EDU 591. Students must reserve the entire teaching day for participation in a P-12 school's student teaching experience.

Students follow the calendar of the P-12 school rather than the Creighton University calendar during the student teaching semester. Any deviation from the program must be approved in writing by the Education Department's Selection and Retention Committee.

Potential Endorsements: Early Childhood Education or English as a second Language

Undergraduates are eligible to begin their graduate endorsement in either Early Childhood Education or English as a Second Language. Both programs have been designed to align with the learning objectives of NE Department of Education's Rule 24. Up to twelve hours of graduate credit will count toward your undergraduate program AND can be applied toward the Master's of Education in Specialists Areas if you choose to continue with graduate coursework after graduation. For more information about Advanced Bachelor's to Master's program, please make an appointment with your Elementary Education advisor.

Early Childhood Education Certificate (UG)

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.

Early Childhood Education Certificate requirements (18 credits)

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**

BS-Eled/MS-EDSA Accelerated Program

Accelerated Master's Program (AMP): B.S., Elementary Education / M.S., Educational Specialist Areas

The accelerated degree program for students in the B.S., Elementary Education program will allow students to begin earning credits toward the M.S., Educational Specialist Areas program during their final semesters in the B.S., Elementary Education degree program.

Degree Requirements

1. B.S., Elem Ed requirements (p. 119)
2. Plan of Study below will begin during undergraduate program. AMP courses in either Early Childhood Education or English as a Second Language are taken online in 8 week sessions (2 per semester).
3. Remaining MS, Educational Specialist Areas requirements (http://catalog.creighton.edu/graduate/graduate-programs-courses/education/educ-specialist/) can be completed after graduation.

Course	Title	Credits
Junior		
Fall		
Sample - see Program Director for details		
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 583	Facilitating Student Responsibility	3
Two 8-week online graduate courses of AMP (ECE or ESL- see choices below)		6
	Term Credits	**18**
Spring		
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 525	Inclusion and Differentiation in the Elementary Classroom	3
EDU 500	Literacy Assessment & Intervention	3
Two 8-week online graduate courses AMP (ECE or ESL)		6
	Term Credits	**18**

Senior		
Fall		
EDU 591	Clinical Practice (Student Teaching)	3-14
	Term Credits	**3-14**
Spring		
Magis Core Ultimate Questions		3
Electives		6
EDU 584	Advanced Instructional Practices	3
	Term Credits	**12**
	Total Credits	**51-62**

* AMP Choices: Early Childhood Endorsement and Certificate, English as a Second Language Endorsement and Certificate, Teacher Leadership Certificate, Catholic Schools Leadership Certificate.

Elementary Education (AAS to BS)

Students who have successfully earned the Associate in Applied Science (AAS) in Early Childhood Education at Metropolitan Community College may be eligible to earn the Bachelor of Science Degree in elementary education at Creighton University.

To be considered for admission to this program, qualified applicants must show evidence of:

1. graduation with a minimum 2.75 GPA from Metropolitan Community College,
2. successful completion of the AAS degree in Early Childhood Education with a grade of C or higher in all courses that apply to the degree,

Students who have completed the AAS in Early Childhood Education at Metropolitan Community College will be required to complete a minimum of 48 additional hours at Creighton University. A cumulative grade point average of 2.0 is required for graduation with a Bachelor of Science degree in elementary education. This average shall be computed only on the basis of all courses attempted while enrolled at Creighton University in the program leading to a Bachelor of Science degree in elementary education.

B.S., Major in Elementary Education Requirements: 75 Credits

Beyond the required courses taken order in to fulfill the associate's degree, students will need to complete the remaining baccalaureate degree requirements:

Areas of Study	Semester Hours
CPS 200	3
Magis Common Core Requirements	27
Elementary Education Major Requirements[1]	39
State Certification requirements beyond degree	6

[1] *Students who did not complete ECED2061 as part of their AAS program will be required to complete the course at MCC or complete EDU 583 Facilitating Student Responsibility at Creighton University.*

English

Department Chair: Dave Mullins, M.F.A.
Department Office: Old Gym, Suite 150

In accordance with the character and goals of Creighton University, the Department of English and the programs it offers promote the intellectual, spiritual, and professional growth of Creighton students through the study of the English language. Thus the English program seeks to form majors with the critical thinking, writing, and communication skills that will enable them to offer complex solutions to the challenging problems of our world, and to stand out as leaders and thinkers in a diverse global community. To that end, Creighton English offers a flexible core that allows students to engage with complex, diverse, and rigorous practices of reading and writing. The major has one required gateway course (3 credits) and three upper-level courses (9 credits), each taught in rotation by every regular faculty member of the department. Finally, students will write and present a senior project in English (3 credits). The gateway course introduces students to key concepts and methodologies in English studies. The upper level major core courses develop proficiency in reading and writing and engage with the intersections of English studies and justice in the real world. The specific content of these core courses is designed by the individual instructor teaching the course, because we believe that students learn best when teachers are teaching with their expertise and their passion.

B.A., Major in English

Students may apply for the English major at any time. There are no prerequisites for admission.

- Major in English (p. 121)

Minors in English

- English (p. 122)
- Film Studies (p. 122)

Certificate Programs in English

- Creative Writing Certificate (UG) (p. 122)

English

A Contemporary Composition course is a prerequisite course for major courses but will not count toward the 36 hours of required ENG courses for the major.

B.A., Major in English requirements: 36 Credits

Code	Title	Credits
Required Courses		
ENG 200	Introduction to English Studies	3
ENG 330	Sources and Methods of Writing	3
ENG 331	Sources and Methods of Reading	3
ENG 332	Sources and Methods of Justice	3
ENG 499	Senior Project	3
English Elective Courses		**21**

An additional 21 credits of ENG courses, at least 18 credits of which must be at the 300 level or above. One 200-level ENG literature course can count toward the English elective credits.	
Total Credits	**36**

English Minor

The minor in English provides students with a strong training in essential academic and professional skills, including critical analysis and writing. Foundational courses in the minor familiarize students with the discipline of English studies and provide a basis for further advanced courses to allow the student to develop his or her interests in a variety of areas.

Minor in English Requirements: 18 Credits *

Code	Title	Credits
ENG 200	Introduction to English Studies	3
Select one of the following:		3
ENG 330	Sources and Methods of Writing	
ENG 331	Sources and Methods of Reading	
ENG 332	Sources and Methods of Justice	
Twelve additional credits from ENG numbered 300 or above		12
Total Credits		**18**

* Kingfisher concentration requirements are 9 credits total, chosen from the list of courses in the associated minor. Unless otherwise specified.

Film Studies Minor

Film Studies is an interdisciplinary minor that provides students with an appreciation of film as an expressive art form, with emphasis on film history, criticism, theory, aesthetics, and narrative techniques. The courses listed below are only some of the courses that satisfy the minor. For more details, contact Faith Kurtyka, Professor of English.

Minor in Film Studies Requirements: 18 Credits *

Code	Title	Credits
ART/COM/ENG 380	History And Criticism Of Cinema	3
Select fifteen credits from the following:		15
AMS/COM/ ENG 312	Mass Media And Modern Culture	
ENG 301	Creative Writing: Narrative Forms	
ENG 403	Seminar in Creative Writing	
ENG 404	Screenwriting	
ENG 455	Global Bollywood	
ENG 460	Satire	
ENG 461	Comedy	
ENG 470	Seminar in Film Studies	
FPA 358	Business of the Arts	
FRN 572	French Cinema	
GDE 370	Video and Photo	
GDE 374	Video and Filmmaking	
GDE 474	Mini-Documentary Filmmaking	
GER 572	Reading German Films	
HRS 310	Sources and Methods: Metaphysics of Film	
HRS 347	Sources and Methods: Stoics in Film and Literature	
MUS 391	Film Music	
PHL 422	Aesthetics	
PHL 434	Philosophy of East Asian Literature and Film	
SPN 570	Contemporary Peninsular Film	
SPN 571	Latin American Film	
THR 428	Film and the Fine Arts	
Total Credits		**18**

* Kingfisher concentration requirements are 9 credits total, chosen from the list of courses in the associated minor. Unless otherwise specified.

Creative Writing Certificate

Creative Writing Certificate requirements: 18 Credits

Code	Title	Credits
ENG 300	Introduction To Creative Writing	3
ENG 301	Creative Writing: Narrative Forms	3
ENG 302	Poetic Forms	3
ENG 403	Seminar in Creative Writing	3
Two literature courses chosen in consultation with advisor. [1]		6
Total Credits		**18**

[1] Students are strongly encouraged to take ENG 200 Introduction to English Studies as one of the literature courses.

Environmental Sciences

Program Director: Mary Ann Vinton
Program Office: Hixson-Lied Science Building, Room 438 and Creighton Hall 110

The Environmental Science Program approaches environmental issues from a strong natural science perspective yet transcends disciplinary boundaries and prepares students to analyze and solve complex problems with scientific, societal and ethical dimensions. The program is interdepartmental, with faculty from eight departments: Biology, Chemistry, Communication Studies, Cultural and Social Studies, History, Philosophy, Physics and Political Science.

The major produces well-rounded scientists with the background and skills necessary to enter graduate degree programs or gain employment in diverse environmental careers such as conservation biology, natural resource management, environmental education, urban planning, law, public health, and environmental health and medicine. Students who major in Environmental Science take core courses in biology, chemistry, atmospheric science and sociology and then specialize in one of three tracks:

1. Global Environmental Systems which explores ecological and climatological aspects of the integrated earth system
2. Organismal/Population Ecology which emphasizes biological aspects of the environment and
3. Environmental Policy and Society which addresses historical, political and sociological aspects of environmental issues.

How to Become an Environmental Science Major

Students may apply to become EVS majors after successful completion of EVS 113 (Introduction to Atmospheric Science) or BIO 201 (General Biology: Organismal and Population) or CHM 203 and 204 (General Chemistry I, Lecture and Lab). The application is online through the College of Arts and Sciences web site. Students may declare a preference for a particular faculty member as an academic advisor.

Environmental Science Minors

The Environmental Science Program offers two minors. Both minors are composed of 18 hours. The Environmental Science minor contains a survey of courses in the atmospheric/physical sciences, biology and social sciences. The Environmental Policy Minor is composed of one natural science course and several required courses in political science/policy, ethics and sociology. For specific course requirements, click on the "Minors" tab above.

Faculty

Professors: Theodore Burk, Erin Gross, Carol Fassbinder-Orth

Associate Professors: Alistair Cullum, James (Jay) Leighter, Anne Ozar, Graham Ramsden, Samantha Senda-Cook, Mackenzie Taylor, Mary Ann Vinton

Assistant Professors: Gabriel Rivera, Fr. John Shea, Adam Sundberg, William (Ryan) Wishart

Instructor: Richard Ritz

Emeriti Professors: Barbara Dilly, Arthur Douglas, John Schalles

Specific Requirements for Admission to the Environmental Science Major

- Successful completion of EVS 123 Science for a Changing Planet: An Introduction to Earth Systems or BIO 201 General Biology: Organismal and Population or CHM 203 General Chemistry I and CHM 204 General Chemistry I Laboratory.

Majors in Environmental Sciences

- B.S. Evs., Environmental Science: Global and Environmental Systems Track (p. 124)
- B.S. Evs., Environmental Science: Organismal/Population Ecology Track (p. 124)
- B.S. Evs., Environmental Science: Environmental Policy and Society Track (p. 123)

Minors in Environmental Sciences

- Environmental Science Minor (p. 125)
- Environmental Policy Minor (p. 125)

Environmental Policy and Society Track

B.S. Evs., Environmental Science: Environmental Policy and Society Track Requirements: 45 Credits

Code	Title	Credits
The following courses are required for all tracks. In addition, the students must choose one track.		
BIO 201 & BIO 205	General Biology: Organismal and Population and General Biology: Organismal and Population Laboratory	4
BIO 202 & BIO 206	General Biology: Cellular and Molecular and General Biology: Cellular and Molecular Laboratory	4
CHM 203 & CHM 204	General Chemistry I and General Chemistry I Laboratory	4
CHM 205 & CHM 206	General Chemistry II and General Chemistry II Laboratory	4
EVS 123 & EVS 124	Science for a Changing Planet: An Introduction to Earth Systems and Earth System Science Laboratory	4
EVS 201	Introduction to Environmental Science	3
EVS 420	Environment & Society: Sociological Perspectives	3
EVS 490	Senior Seminar:Discussion	1
EVS 533	Physical Climatology and Climate Change	3
EVS 491	Senior Seminar	2
Total Credits		**32**

Code	Title	Credits
Environmental Policy and Society Track		**14**
Select fourteen credits from the following; at least 3 credits from Group B:		
Group A:		
EVS 333	Environmental Politics And Policy	
EVS 353	Environmental Economics	
EVS 354	Environmental Ethics	
EVS 424	Sustainability Across the Rural Americas	
EVS 454	Environmental Philosophy	
EVS 455	Food, Society and Environment	
EVS 459	Environmental Communication	
EVS 470	Making Maps that Matter: Introduction to Geographic Information Systems	
EVS 476	National Parks - Created through Communication	
EVS 483	History of Environmental Inequalities	
EVS 488	Global Environmental History	
Group B:		
EVS 443	Environmental Geology	
EVS 471	Conservation Biology	
EVS 481	Terrestrial Ecology	
CHM 515	Green and Sustainable Chemistry Laboratory	
EVS 539	Ecology of Zoonotic Diseases	
EVS 580	Current Topics in Ecology	
Total Credits		**14**

In addition, EVS 311 Biostatistics is recommended for students engaged in research or planning to pursue research in graduate school.

Global and Environmental Systems Track

B.S. Evs., Global and Environmental Systems Track Requirements: 45 Credits

Code	Title	Credits
The following courses are required for all tracks. In addition, the students must choose one track.		
BIO 201 & BIO 205	General Biology: Organismal and Population and General Biology: Organismal and Population Laboratory	4
BIO 202 & BIO 206	General Biology: Cellular and Molecular and General Biology: Cellular and Molecular Laboratory	4
CHM 203 & CHM 204	General Chemistry I and General Chemistry I Laboratory	4
CHM 205 & CHM 206	General Chemistry II and General Chemistry II Laboratory	4
EVS 123 & EVS 124	Science for a Changing Planet: An Introduction to Earth Systems and Earth System Science Laboratory	4
EVS 201	Introduction to Environmental Science	3
EVS 420	Environment & Society: Sociological Perspectives	3
EVS 490	Senior Seminar:Discussion	1
EVS 533	Physical Climatology and Climate Change	3
EVS 491	Senior Seminar	2
Total Credits		**32**

Code	Title	Credits
Global and Environmental Systems Track		**14**
Select fourteen credits from the following:		
EVS 311	Biostatistics	
EVS 341	Botany	
EVS 443	Environmental Geology	
EVS 470	Making Maps that Matter: Introduction to Geographic Information Systems	
EVS 471	Conservation Biology	
EVS 481	Terrestrial Ecology	
EVS 485	Aquatic Ecology	
EVS 486	Freshwater Ecology Laboratory	
EVS 487	Marine Ecology Laboratory	
EVS 488	Global Environmental History	
EVS 580	Current Topics in Ecology	
Total Credits		**14**

MTH 231 Calculus for the Biological Sciences , PHY 201 General Physics for the Life Sciences and PHY 202 General Physics for the Life Sciences II are highly recommended and may be required for students planning on attending specific graduate programs. In addition, EVS 311 Biostatistics recommended for students engaged in research or planning to pursue research in graduate school.

Environmental Science: Organismal/ Population Ecology

B.S. Evs., Environmental Science: Organismal/ Population Ecology Track Requirements: 45 Credits

Code	Title	Credits
The following courses are required for all tracks. In addition, the students must choose one track.		
BIO 201 & BIO 205	General Biology: Organismal and Population and General Biology: Organismal and Population Laboratory	4
BIO 202 & BIO 206	General Biology: Cellular and Molecular and General Biology: Cellular and Molecular Laboratory	4
CHM 203 & CHM 204	General Chemistry I and General Chemistry I Laboratory	4
CHM 205 & CHM 206	General Chemistry II and General Chemistry II Laboratory	4
EVS 123 & EVS 124	Science for a Changing Planet: An Introduction to Earth Systems and Earth System Science Laboratory	4
EVS 201	Introduction to Environmental Science	3
EVS 420	Environment & Society: Sociological Perspectives	3
EVS 490	Senior Seminar:Discussion	1
EVS 533	Physical Climatology and Climate Change	3
EVS 491	Senior Seminar	2
Total Credits		**32**

Code	Title	Credits
Organismal/Population Ecology Track		**14**
Select fourteen credits from the following:		
EVS 311	Biostatistics	
EVS 315	Foundations of Ecology & Evolution	
EVS 335	Zoology	
EVS 341	Botany	
EVS 371	Animal Behavior	
EVS 372	Animal Behavior Laboratory	
EVS 383	Vertebrate Natural History	
EVS 384	Vertebrate Natural History Laboratory	
EVS 415	Evolution	
EVS 439	Parasitology	
EVS 443	Environmental Geology	
EVS 452	Microbiology	
EVS 461	Entomology	
EVS 470	Making Maps that Matter: Introduction to Geographic Information Systems	
EVS 471	Conservation Biology	
EVS 481	Terrestrial Ecology	
EVS 485	Aquatic Ecology	
EVS 486	Freshwater Ecology Laboratory	
EVS 487	Marine Ecology Laboratory	
EVS 539	Ecology of Zoonotic Diseases	
EVS 541	Special Topics in Plant Biology	

EVS 545	Plant Diversity and Evolution	
EVS 549	Environmental Physiology	
EVS 580	Current Topics in Ecology	
Total Credits		**14**

MTH 231 Calculus for the Biological Sciences, PHY 201 General Physics for the Life Sciences and PHY 202 General Physics for the Life Sciences II are highly recommended and may be required for students planning on attending specific graduate programs. In addition, EVS 311 Biostatistics is recommended for students engaged in research or planning to pursue research in graduate school.

Environmental Policy Minor

The Environmental Policy minor focuses on the ethical, cultural, political, economic, and scientific factors that facilitate or impede environmental problem-solving. The minor provides students with a grasp of national and international environmental laws and policies designed to address current environmental concerns. Students will study the political and cultural contexts that shape the relationship between human interests and environmental concerns, including the roles played by science, government, business, and civil society.

Minor in Environmental Policy Requirements: 19 Credits *

Code	Title	Credits
EVS 333	Environmental Politics And Policy	3
EVS 354	Environmental Ethics	3
EVS 420	Environment & Society: Sociological Perspectives	3
Select one of the following:		3-4
CHM 105	Introductory Chemistry	
EVS 123	Science for a Changing Planet: An Introduction to Earth Systems	
EVS 201	Introduction to Environmental Science	
EVS 443	Environmental Geology	
PHY 187	Conceptual Physics	
Select one of the following:		4
BIO 201 & BIO 205	General Biology: Organismal and Population and General Biology: Organismal and Population Laboratory	
BIO 202 & BIO 206	General Biology: Cellular and Molecular and General Biology: Cellular and Molecular Laboratory	
CHM 203 & CHM 204	General Chemistry I and General Chemistry I Laboratory	
EVS 123 & EVS 124	Science for a Changing Planet: An Introduction to Earth Systems and Earth System Science Laboratory	
Select one of the following:		3
EVS 353	Environmental Economics	
EVS 424	Sustainability Across the Rural Americas	
EVS 454	Environmental Philosophy	
EVS 455	Food, Society and Environment	
EVS 459	Environmental Communication	
EVS 470	Making Maps that Matter: Introduction to Geographic Information Systems	
EVS 476	National Parks - Created through Communication	
EVS 483	History of Environmental Inequalities	
EVS 488	Global Environmental History	
Total Credits		**19-20**

* Kingfisher concentration requirements are 9 credits total, chosen from the list of courses in the associated minor. Unless otherwise specified.

Environmental Science Minor

The Environmental Science minor explores a wide range of scientific inquiry associated with the physical and social sciences. Students may choose to construct a broad-based minor with course work from a number of participating departments or from a set of courses that emphasize a specific field (e.g. Global Change Issues). The minor is designed for students interested in pursuing careers within environmental education, environmental law or environmental monitoring and regulation. The minor is suited to journalism students who desire a broad background in environmental issues covered by the mass media.

Minor in Environmental Science Requirements: 18 Credits *

Code	Title	Credits
Select one of the following:		4
BIO 201 & BIO 205	General Biology: Organismal and Population and General Biology: Organismal and Population Laboratory	
BIO 202 & BIO 206	General Biology: Cellular and Molecular and General Biology: Cellular and Molecular Laboratory	
CHM 112 & CHM 113	Fundamentals Of Biological Chemistry and Fundamentals Of Chemistry Laboratory	
CHM 203 & CHM 204	General Chemistry I and General Chemistry I Laboratory	
EVS 123 & EVS 124	Science for a Changing Planet: An Introduction to Earth Systems and Earth System Science Laboratory	
Select fourteen credits from the following: [1]		14
Atmospheric and Physical Sciences		
CHM 515	Green and Sustainable Chemistry Laboratory	
EVS 443	Environmental Geology	
EVS 470	Making Maps that Matter: Introduction to Geographic Information Systems	
EVS 533	Physical Climatology and Climate Change	
Biology		
EVS 201	Introduction to Environmental Science	
EVS 315	Foundations of Ecology & Evolution	
EVS 335	Zoology	
EVS 341	Botany	
EVS 383	Vertebrate Natural History	
EVS 384	Vertebrate Natural History Laboratory	
EVS 439	Parasitology	
EVS 471	Conservation Biology	
EVS 481	Terrestrial Ecology	
EVS 485	Aquatic Ecology	
EVS 486	Freshwater Ecology Laboratory	
EVS 487	Marine Ecology Laboratory	

EVS 549	Environmental Physiology	
Other Courses		
EVS 333	Environmental Politics And Policy	
EVS 353	Environmental Economics	
EVS 354	Environmental Ethics	
EVS 420	Environment & Society: Sociological Perspectives	
EVS 424	Sustainability Across the Rural Americas	
EVS 454	Environmental Philosophy	
EVS 455	Food, Society and Environment	
EVS 459	Environmental Communication	
EVS 476	National Parks - Created through Communication	
EVS 483	History of Environmental Inequalities	
EVS 488	Global Environmental History	
EVS 491	Senior Seminar	
Total Credits		**18**

[1] No more than two courses may be chosen from any group.

* Kingfisher concentration requirements are 9 credits total, chosen from the list of courses in the associated minor. Unless otherwise specified.

Exercise Science and Pre-Health Professions

Chair: Joan Eckerson
Department Office: Criss Health Sciences Complex, Room 463

Exercise Science is the study of the human body's metabolic and physiological response and adaptation to acute and chronic exercise. The coursework encompasses several disciplines including human anatomy, human physiology, exercise physiology, biochemistry, biomechanics, and nutrition that provide a framework for the development of exercise and nutrition-based intervention programs for disease prevention, enhanced human performance, and therapeutic rehabilitation. The Exercise Science & Pre-Health Professions major prepares students for admission into several health-related professional programs including physical therapy, occupational therapy, medicine, physician assistant, dentistry, accelerated nursing, and cardiopulmonary rehabilitation. The curriculum also prepares students to become nationally certified by the American College of Sports Medicine and the National Strength and Conditioning Association for employment as Certified Exercise Physiologists, Certified Personal Trainers, and Certified Strength and Conditioning Specialists.

Specific Requirements for Admission to Exercise Science and Pre-Health Professions

Enrollment is based upon the following requirements: A minimum of 30 credits in Creighton University coursework with a cumulative GPA of 2.75 or higher; a grade of "C" or better in a one semester general chemistry lecture/laboratory and a one semester general biology lecture/laboratory course. Students apply for admission to the major through the College of Arts and Sciences website.

Prerequisite Courses:

Code	Title	Credits
Requisite Courses		
BIO 201	General Biology: Organismal and Population	3
or BIO 202	General Biology: Cellular and Molecular	
BIO 205	General Biology: Organismal and Population Laboratory	1
or BIO 206	General Biology: Cellular and Molecular Laboratory	
CHM 203	General Chemistry I	3
or CHM 205	General Chemistry II	
CHM 204	General Chemistry I Laboratory	1
or CHM 206	General Chemistry II Laboratory	

B.S., Exercise Science and Pre-Health Professions requirements (41-42 credits)

Code	Title	Credits
Required courses:		
EXS 125	First Aid	2
EXS 240	Foundations of Fitness and Wellness	3
EXS 320	Human Physiology	4
EXS 331	Human Anatomy	4
EXS 335	Exercise Physiology	4
EXS 391	Career Preparation and Professionalism	3
EXS 401	Exercise Prescription	3
EXS 407	Basic Statistics and Research Design	3
EXS 450	Nutrition Health&Sports Perfor	3
EXS 489	Laboratory Methods and Procedures	4
EXS 334	Biomechanics	3-4
or EXS 534	Neuromechanics of Human Movement	
EXS 492	Exercise Science Internship	2
or EXS 497	Directed Independent Research	
Elective - choose one course from the following:		**3**
EXS 395	Lower Body Evaluation	
EXS 420	Essentials of Strength and Conditioning	
EXS 535	Applied Immunology	
Total Credits		**41-42**

Fine and Performing Arts

Chair: Frederick Hanna, DMA
Department Office: Lied Education Center for the Arts, Room 101
Associate Chair: Amy Nelson, MFA

Program Directors:
Dance: Patrick Roddy
FPA Humanities (Art History & Classics): Matthew Averett, PhD
Music: Frederick Hanna, DMA
Musical Theatre and Theatre: Amy Lane, PhD
Studio Arts: Amy Nelson, MFA

The Department of Fine and Performing Arts houses 7 programs, including Art History, Classical and Near Eastern Studies, Dance, Music, Musical Theatre, Studio Arts and Theatre, offering courses for BA and BFA degrees, minors, and non-majors. The department stages theatrical and dance productions each year, numerous concerts, lectures, and several art exhibitions in the Lied Education Center for the Arts.

Bachelor of Fine Arts (BFA) majors:

- B.F.A., Studio Art (p. 132)
- B.F.A., Musical Theatre (p. 130)

Bachelor of Arts (BA) majors:

- B.A., Art History (p. 127)
- B.A., Classical Languages (p. 128)
- B.A., Classical & Near Eastern Civilizations (p. 127)
- B.A., Music (p. 129)
- B.A., Studio Art (p. 130)
- B.A., Theatre (p. 133)

Minors in Fine and Performing Arts

- Ancient History (p. 133)
- Art History (p. 134)
- Classical Languages (p. 135)
- Classical and Near Eastern Civilizations (p. 134)
- Dance (p. 135)
- Music (p. 136)
- Musical Theatre (p. 136)
- Studio Art (p. 137)
- Theatre (p. 138)

Students who think they may teach Studio Art, Art History or Drama in secondary schools must consult with the Education Department, with the Fine and Performing Arts Department, and with the appropriate agency in the state in which they intend to teach.

Art History

Specific Requirements for Admission to the Art History Major:

- Successful completion of ARH and one additional Art History course.

B.A., Major in Art History requirements: 30 Credits

Code	Title	Credits
Three credits of Studio Art (ART courses)		**3**
Select two of the following:		**6**
ARH 210	History of Art: The Ancient World	
ARH 211	The History of Art: The Medieval World	
ARH 212	The History of Art III: The Modern World	
Select one course from three of the following four areas:		**9**
Non-Western		
ARH 386	The History and Aesthetics of Latin American Photography	
ARH 387	Modern Hispanic Art History	
ARH 414	The Jesuits and the Arts	
ARH 467	History of The Art of Spain and Her Colonies	
ARH 468	Native American Art	
Ancient		
ARH 349	Egyptian Art And Archaeology	
ARH 350	Archaeology of Israel and Jordan	
ARH 354	Greek Art and Archaeology	
ARH 357	Ancient Near Eastern Art and Archaeology	
ARH 362	Late Antique Art and Archaeology	
ARH 366	Etruscan and Roman Art	
ARH 430	Selected Topics in Ancient Art and Archaeology	
ARH 461	The City of Rome in Antiquity	
Medieval and Early Modern		
ARH 369	Medieval Art and Architecture	
ARH 372	Northern Renaissance Art and Architecture	
ARH 375	Italian Renaissance Art and Architecture	
ARH 377	Seventeenth-Century Art and Architecture	
ARH 380	Eighteenth-Century Art and Architecture	
ARH 475	Michelangelo and the High Renaissance	
Modern		
ARH 383	History and Aesthetics of Photography	
ARH 384	Building the American City	
ARH 385	American Art and Architecture	
ARH 390	Nineteenth-Century Art and Architecture	
ARH 394	Modern Art and Architecture	
Select nine additional credits from the areas above or the following:		**9**
ARH 170	Cities and People: Urban History and Social Justice	
ARH 171	Who Owns the Past? Cultural Heritage and Modern Politics	
ARH 301	Topics in the History of Art	
ARH 401	History and Methods of Art History	
ARH 410	The Lives of Artists in Film	
ARH 435	Women, Art and Society	
ARH 445	History of Architecture and Urbanism	
ARH 450	The City	
ARH 456	Art and War	
ARH 465	The City of Rome	
ARH 480	Management of Arts Organizations	
ARH 481	Arts Management Internship	
ARH 489	Summer Art History Seminar	
ARH 493	Directed Independent Research	
ARH 497	Directed Independent Research	
ARH 499	Senior Thesis	
ARH 535	Exploring Italy	
ART 499	Senior Thesis II	
Senior Thesis		
ARH 499	Senior Thesis	3
Total Credits		**30**

Classical and Near Eastern Civilizations

B.A., Classical and Near Eastern Civilizations Major requirements: 30 credits

Code	Title	Credits
CNE 300	Introduction to the Ancient Mediterranean World	3
LAT 225	Intermediate Latin	3
or GRK 225	Intermediate Greek	

Select 3 credits from each of the following four areas:

Literature		3
CNE 230	Make 'Em Laugh: Serious Topics in Humorous Greek and Roman Literature	
CNE 231	Topics in Arabic Literature in Translation	
CNE 232	Heroes, Ghosts, Witches, Gods and Monsters: Classical Mythology	
CNE 233	The Hero in Antiquity	
CNE 234	Epic Literature	
CNE 323	Classical Greek Drama	
CNE 423	Greek and Roman Comedy	
CNE 440	Selected Topics In Classical Literature	
CNE 462	Homer, Troy and the Trojan War	
CNE 529	Translations of the Bible	
History		3
CNE 280	Sport and Athletics in the Ancient Mediterranean	
CNE 281	Ancient Greece	
CNE 282	Ancient Rome	
CNE 303	Introduction to the Early Medieval World	
CNE 304	Introduction to the Later Medieval World	
CNE 348	Muhammad And The Rise Of Islam	
CNE 351	Warfare in the Classical World	
CNE 358	An Introduction to Roman Law	
CNE 401	Greek History to the Peloponnesian War	
CNE 402	Alexander the Great and His Legacy	
CNE 403	The Roman Republic	
CNE 404	The Roman Empire	
CNE 405	Jews & Judaism: History, Heroes, Holidays	
CNE 418	Great Empires of the Near East	
CNE 419	Ancient Egypt: History, Society and Culture	
CNE 420	Selected Topics In Ancient History	
CNE 524	History of Ancient Israel	
Philosophy/Religion		3
CNE 315	Religions In The Greco-Roman World	
CNE 360	History of Medieval Ethics	
CNE 370	History Of Ancient Western Philosophy	
CNE 371	History of Hellenistic Philosophy	
CNE 372	History of Medieval Philosophy	
CNE 410	Stoicism	
CNE 464	Selected Topics in Ancient Philosophy	
CNE 523	Israelite Religions	
CNE 529	Translations of the Bible	
Art/Archaeology		3
CNE 349	Egyptian Art And Archaeology	
CNE 350	Archaeology of Israel & Jordan	
CNE 354	Greek Art and Archaeology	
CNE 357	Ancient Near Eastern Art And Archaeology	
CNE 362	Imaging Christ: The Challenge of Early Christian Art	
CNE 365	Greek Art	
CNE 366	Etruscan and Roman Art	
CNE 369	Medieval Art and Architecture	
CNE 430	Selected Topics In Ancient Art And Archaeology	
CNE 461	The City of Rome in Antiquity	
CNE 465	The City of Rome	
CNE 525	Archaeological Fieldwork And Analysis	
CNE 526	Archaeology Of Roman Palestine	
CNE 535	Exploring Italy	
Select an additional 12 upper-division credits chosen with the major advisor's approval.		12
Total Credits		**30**

With the consent of the Chair, as many as three related courses from other departments may be accepted toward this major.

No more than one 200-level course in the Magis Core component of "Literature" listed as CNE 2XX and taught by CANES faculty may apply toward the major and no more than one 200-level course in the Magis Core component of "History" listed as CNE 2xx and taught by CANES faculty may apply toward the major.

Classical Languages

B.A., Major in Classical Languages requirements: 27 credits

Code	Title	Credits
Required courses:		
CNE 300	Introduction to the Ancient Mediterranean World	3
1 CNE course in translation at the 200-level or above		3
Additional 21 credits. 3 courses must be from Latin and 3 must be from Greek. 5 of these courses must be at 200-level or above. Choose from the following:		21
GRK 111	Beginning Greek I	
GRK 112	Beginning Greek II	
GRK 225	Intermediate Greek	
GRK 301	Readings in Greek	
GRK 303	Greek Prose Composition	
GRK 400	Archaic Greek Authors	
GRK 401	Archaic Greek Themes and Genres	
GRK 402	Classical Greek Authors	
GRK 403	Classical Greek Themes and Genres	
GRK 404	Post-Classical Greek Authors	
GRK 405	Post-Classical Greek Themes and Genres	
GRK 406	Late/koine Greek Authors	
GRK 407	Late/koine Greek Themes and Genres	
GRK 408	Byzantine Greek Authors	
GRK 409	Byzantine Greek Themes and Genres	
GRK 410	Diachronic Readings in Greek	
GRK 411	Readings in Greek and Latin	
GRK 493	Directed Independent Readings	
LAT 111	Beginning Latin I	
LAT 112	Beginning Latin II	
LAT 225	Intermediate Latin	
LAT 301	Readings in Latin	
LAT 302	Latin Lab	
LAT 303	Latin Prose Composition	
LAT 400	Early Latin Authors	
LAT 401	Early Latin Themes and Genres	

LAT 402	Classical Latin Authors	
LAT 403	Classical Latin Themes and Genres	
LAT 404	Augustan Latin Authors	
LAT 405	Augustan Latin Themes and Genres	
LAT 406	Post-Augustan/late Latin Authors	
LAT 407	Post-Augustan/late Latin Themes and Genres	
LAT 408	Medieval Latin Authors	
LAT 409	Medieval Latin Themes and Genres	
LAT 410	Diachronic Readings in Latin	
LAT 411	Readings in Greek and Latin	
LAT 493	Directed Independent Readings	
Total Credits		**27**

Music

B.A., Major in Music

Program Director: Frederick Hanna, DMA

Through study in Music, the student will develop musically sensitive performance skills as well as theoretical, historical, and cultural understanding which will enhance his or her performance.

Special Requirement for Admission to the Major in Music

- Audition before the full-time music faculty after the first semester of applied lessons, scheduled through the Music Program Director.

B.A., Major in Music Requirements (45 Credits)

Code	Title	Credits
Music Core (required for all tracks):		
MUS 100	Music Theory I	2
MUS 101	Music Theory II	2
MUS 221	Ear Training And Sight Singing I	1
MUS 222	Ear Training And Sight Singing II	1
MUS 400	Music History II: Classical through Present	3
MUS 498	Senior Recital	1
Keyboard Skills *		4
MUS 135	Beginning Class Piano	
or MUS 157	Applied Music I-Piano	
or MUS 257	Applied Music II-Piano	
MUS 137-MUS 461	Applied Music I-IV	8
Select a Track from below to complete the degree:		23
General, Performance or Jazz		
Total Credits		**45**

* These credits may be waived if competency is established by examination.

Choose One of the three tracks below:

General Track Requirements (23 Credits)

Code	Title	Credits
MUS 200	Music Theory III	2
MUS 300	Music History I: Antiquity through Baroque	3
MUS 321	Ear Training And Sight Singing III	1
Ensemble (Band, Orchestra or Choir)		**8**
MUS 212	University Chorus I	
Choir		
MUS 312	University Chorus II	
MUS 313	Chamber Choir	
Band		
MUS 218	Symphonic Band I	
MUS 318	Symphonic Band II	
Orchestra		
MUS 220	University Orchestra I	
MUS 320	University Orchestra II	
Vocal Skills*		3
MUS 271	Voice Class	
MUS 161	Applied Music I-Voice	
MUS 261	Applied Music II-Voice	
MUS 415	Conducting	3
Select 3 additional MUS credits		3
Total Credits		**23**

* These credits may be waived if competency is established by examination.

Performance Track Requirements (23 Credits) †

Code	Title	Credits
MUS 200	Music Theory III	2
MUS 300	Music History I: Antiquity through Baroque	3
MUS 321	Ear Training And Sight Singing III	1
MUS 398	Junior Recital	1
Ensemble (Band, Orchestra or Choir)		8
Choir		
MUS 212	University Chorus I	
MUS 312	University Chorus II	
MUS 313	Chamber Choir	
Band		
MUS 218	Symphonic Band I	
MUS 318	Symphonic Band II	
Orchestra		
MUS 220	University Orchestra I	
MUS 320	University Orchestra II	
Select 5 credits from the following:		5
MUS 266	English and Latin Diction for Singers and Performers	
MUS 267	Italian Diction for Singers and Performers	
MUS 367	German and French Diction for Singers and Performers	
MUS 381	Accompanying	

Select 3 additional MUS credits		3
Total Credits		**23**

† The Performance Track is available to pianists and vocalists only.

Jazz Track Requirements (23 credits) †

Code	Title	Credits
MUS 201	Jazz Theory	2
MUS 208	Jazz Ensemble I (repeat 3 times)	3
MUS 308	Jazz Ensemble II (repeat 5 times)	5
MUS 310	Jazz Improvisation I	1
MUS 311	Jazz Improvisation II	1
MUS 322	Jazz Ear-Training & Sight-Singing	1
MUS 353	Jazz in American Culture	3
MUS 369	American Popular Music	3
MUS 410	Jazz Composition & Arranging I	2
MUS 411	Jazz Composition & Arranging II	2
Total Credits		**23**

+ The Jazz Track is not available to vocalists.

Musical Theatre - B.F.A.

Special Requirement for Admission to the Major in Musical Theatre

- All potential BFA candidates must successfully audition through the Dance, Music and Theater faculty.
- Successful completion of DAN 101 Introduction to the Dance (or equivalent Dance class), MUS 161 Applied Music I-Voice and THR 131 Acting I with a grade of B- or higher.

Musical Theatre (BFA) Requirements: 52 Credits

Code	Title	Credits
Musical Theatre Core		
MUS 265	Musical Theatre Performance Lab (solo)	2
MUS 363	Musical Theatre History and Repertoire I	3
MUS 364	Musical Theatre History and Repertoire II	3
MUS 365	Advanced Musical Theatre Performance Lab (Duet-Ensemble)	2
MUS 498	Senior Recital	1
Music		
Applied Music-Voice courses are repeatable for a total of 2 credit hours per academic year.		
MUS 100	Music Theory I	2
MUS 157	Applied Music I-Piano	1
MUS 161 & 161	Applied Music I-Voice and Applied Music I-Voice (Take MUS 161 twice)	2
MUS 221	Ear Training And Sight Singing I	1
MUS 261 & 261	Applied Music II-Voice and Applied Music II-Voice (Take MUS 261 twice)	2
MUS 361 & 361	Applied Music III-Voice and Applied Music III-Voice (Take MUS 361 twice)	2
MUS 461 & 461	Applied Music IV-Voice and Applied Music IV-Voice (Take MUS 461 twice)	2
Theatre		
THR 131	Acting I	3
THR 215	Makeup Design	3
THR 330	Acting II	3
THR 335	Audition Technique	3
THR 391 & 391	Production Practicum and Production Practicum (Repeat up to 3 credits)	3
Dance		
DAN 331	Advanced I Tap/Jazz	1
DAN 341	Advanced I Ballet	1
Ballet, Jazz and Tap		
Select nine credits from the following:		9
DAN 101	Introduction to the Dance	
DAN 221	Intermediate Modern Dance	
DAN 231	Intermediate Tap/Jazz	
DAN 241	Intermediate Ballet	
DAN 321	Advanced I Modern Dance	
DAN 421	Advanced II Modern Dance	
DAN 431	Advanced II Tap/Jazz	
DAN 441	Advanced II Ballet	
Electives		**3**
Select three credits from the following:		
DAN 242	Dance Composition & Theory I	
DAN 243	Dance Composition and Theory II	
DAN 398	Performance - Third Year	
DAN 498	Performance - Fourth Year	
MUS 130	Foundations of Music	
MUS 212	University Chorus I	
MUS 312	University Chorus II	
MUS 313	Chamber Choir	
MUS 495	Independent Research Project	
THR 331	Acting Styles	
THR 333	Improvisational Theatre	
THR 341	Play Direction And Script Analysis I	
THR 432	Actor's Lab	
THR 441	Play Direction And Script Analysis II	
THR 461	American Theater History	
THR 466	World Theatre History II: (1700-Present)	
THR 467	Theatre for Social Justice	
Total Credits		**52**

Studio Art - B.A.

Studio Art Learning Outcomes

- **Foundational Knowledge:** Students will demonstrate foundational knowledge and skills in process-based research for studio art applications to create sound forms of artistic expression.
- **Proficient Knowledge**: Students will demonstrate proficient knowledge in at least one specific studio art discipline as it pertains to mature concept development, process-based research, and sound forms of artistic expression.

- **Develop Visual and Verbal Communication Skills:** Students will develop the necessary visual and verbal communication skills for professional employment, entrepreneurial endeavors and/or postgraduate study in the visual arts or related field.
- **Develop Historical, Political and Ethical Perspectives**: Students will demonstrate intellectual coherency with respect to historical, political, and ethical traditions of Studio Art discourse and its relevance in individual expression, cultural awareness, and ethical integrity.
- **Professionalism:** Students will gain the necessary skills and experience to establish their own studio practice through the development of critical thinking and creative problem-solving skills applicable to a chosen discipline or professional field.

Specific Requirements for Admission to the Studio Art Major

- Successful completion of at least one ART course and acceptable portfolio review.

Studio Art (BA) requirements: 36 Credits

Code	Title	Credits
Select one of the following:		**3**
ART 105	Drawing Fundamentals	
ART 247	Printmaking Fundamentals	
ART 320	Artistic Anatomy	
Select two of the following:		**6**
Only one 100 level Sculpture course can be applied to the B.A. Major in Studio Art		
ART 153	Three Dimensional Foundations I	
ART 154	Figure Sculpture I	
ART 211	Introductory Ceramics	
ART 253	Sculpture II	
ART 254	Figure Sculpture II	
ART 311	Intermediate Ceramics I	
ART 401	Arts and Civic Engagement: Empty Bowls	
Each of the following:		
ART 271	Photo Studio I:Beginning Black and White Photography	3
ART 321	Life Drawing I	3
ART 331	Painting I	3
ART 347	Printmaking I	3
Studio Art Elective		**6**
Choose 6 credits from the following and/or any ART course 200 level or above excluding ART 247:		
Students may apply up to 3 credits of GDE courses to the Studio Art Elective requirements		
ART 211	Introductory Ceramics	
ART 253	Sculpture II	
ART 254	Figure Sculpture II	
ART 311	Intermediate Ceramics I	
ART 312	Intermediate Ceramics II	
ART 320	Artistic Anatomy	
ART 322	Life Drawing II	
ART 332	Painting II	
ART 348	Printmaking II	
ART 353	Sculpture III	
ART 371	Photography Studio II	
ART 373	Photographic Design And Non-Silver Process	
ART 374	Photographic Lighting and Studio Management	
ART 376	The Photo Diary	
ART 377	Pictures and Words: The Visual Book	
ART 401	Arts and Civic Engagement: Empty Bowls	
ART 402	Art and Activism	
ART 411	Advanced Ceramics I	
ART 412	Advanced Ceramics II	
ART 421	Life Drawing III	
ART 422	Life Drawing IV	
ART 431	Painting III	
ART 432	Painting IV	
ART 447	Printmaking III	
ART 448	Printmaking IV	
ART 453	Sculpture IV	
ART 454	Sculpture V	
ART 481	Arts Management Internship	
ART 495	Directed Independent Projects	
ART 497	Directed Independent Research	
HRS 348	Sources and Methods:Pictures and Words: The Visual Book	
GDE 300	Concept Sketch Development	
GDE 302	Community Mural Design	
GDE 324	Digital Foundations	
GDE 370	Video and Photo	
GDE 374	Video and Filmmaking	
GDE 375	Photojournalism	
GDE 380	Graphic Design	
GDE 381	Graphic Design II	
GDE 382	Web Design	
GDE 385	Computer Illustration	
GDE 410	Motion Graphics	
GDE 423	Interaction Design	
GDE 424	Typography and Advanced Projects	
GDE 425	3D Digital Design	
GDE 426	Data Visualization	
GDE 455	Projects in Communication	
GDE 474	Mini-Documentary Filmmaking	
GDE 493	Directed Independent Readings	
GDE 590	Special Topics	
GDE 599	Senior Capstone	
Art History Electives		**6**
Choose 6 credits from the following:		
ARH 170	Cities and People: Urban History and Social Justice	
ARH 171	Who Owns the Past? Cultural Heritage and Modern Politics	
ARH 210	History of Art: The Ancient World	
ARH 211	The History of Art: The Medieval World	
ARH 212	The History of Art III: The Modern World	
ARH 301	Topics in the History of Art	

ARH 349	Egyptian Art And Archaeology
ARH 350	Archaeology of Israel and Jordan
ARH 354	Greek Art and Archaeology
ARH 357	Ancient Near Eastern Art and Archaeology
ARH 362	Late Antique Art and Archaeology
ARH 365	Greek Art
ARH 366	Etruscan and Roman Art
ARH 369	Medieval Art and Architecture
ARH 372	Northern Renaissance Art and Architecture
ARH 375	Italian Renaissance Art and Architecture
ARH 377	Seventeenth-Century Art and Architecture
ARH 380	Eighteenth-Century Art and Architecture
ARH 383	History and Aesthetics of Photography
ARH 384	Building the American City
ARH 385	American Art and Architecture
ARH 386	The History and Aesthetics of Latin American Photography
ARH 387	Modern Hispanic Art History
ARH 390	Nineteenth-Century Art and Architecture
ARH 394	Modern Art and Architecture
ARH 401	History and Methods of Art History
ARH 410	The Lives of Artists in Film
ARH 414	The Jesuits and the Arts
ARH 430	Selected Topics in Ancient Art and Archaeology
ARH 435	Women, Art and Society
ARH 440	Climate Change and the City
ARH 445	History of Architecture and Urbanism
ARH 450	The City
ARH 456	Art and War
ARH 461	The City of Rome in Antiquity
ARH 465	The City of Rome
ARH 467	History of The Art of Spain and Her Colonies
ARH 468	Native American Art
ARH 475	Michelangelo and the High Renaissance
ARH 480	Management of Arts Organizations
ARH 481	Arts Management Internship
ARH 489	Summer Art History Seminar
ARH 493	Directed Independent Research
ARH 497	Directed Independent Research
ARH 499	Senior Thesis
ARH 535	Exploring Italy
HRS 333	Sources and Methods: The Renaissance Artist
Art or Art History Elective	**3**
Choose 3 credits of ART 200 level or above excluding ART 247 or 3 credits ARH	
Total Credits	**36**

Studio Art - BFA

Studio art learning outcomes

- **Foundational Knowledge:** Students will demonstrate foundational knowledge and skills in process-based research for studio art applications to create sound forms of artistic expression.
- **Proficient Knowledge**: Students will demonstrate proficient knowledge in at least one specific studio art discipline as it pertains to mature concept development, process-based research, and sound forms of artistic expression.
- **Develop Visual and Verbal Communication Skills:** Students will develop the necessary visual and verbal communication skills for professional employment, entrepreneurial endeavors and/or postgraduate study in the visual arts or related field.
- **Develop Historical, Political and Ethical Perspectives**: Students will demonstrate intellectual coherency with respect to historical, political, and ethical traditions of Studio Art discourse and its relevance in individual expression, cultural awareness, and ethical integrity.
- **Professionalism:** Students will gain the necessary skills and experience to establish their own studio practice through the development of critical thinking and creative problem-solving skills applicable to a chosen discipline or professional field.

Specific Requirements for Admission to the Bachelor of fine Arts (BFA)

- Successful completion of at least one ART course and acceptable major acceptance portfolio review in the Freshman or Sophomore year. Students pursuing the BFA Major in Studio Art must also successfully complete a Junior Portfolio Review in the semester prior to enrolling in ART 498 Senior Thesis I and maintain a minimum GPA of 3.0 in major requirements.

Studio Art (BFA) Requirements: 54 Credits

Code	Title	Credits
Select one of the following:		**3**
ART 105	Drawing Fundamentals	
ART 247	Printmaking Fundamentals	
ART 320	Artistic Anatomy	
Select one of the following:		**3**
ART 153	Three Dimensional Foundations I	
ART 154	Figure Sculpture I	
Each of the following:		
ART 211	Introductory Ceramics	3
ART 271	Photo Studio I:Beginning Black and White Photography	3
ART 321	Life Drawing I	3
ART 331	Painting I	3
ART 347	Printmaking I	3
ART 498	Senior Thesis I	3
ART 499	Senior Thesis II	3
Studio Art Electives		**18**
18 credits in Studio Art (ART), 200 level or above excluding ART 247. Up to 6 credits of GDE and FPA 358 may apply to Studio Art Elective requirements. See BA Studio Art for elective course listing.		
Art History Electives		**9**
9 credits in Art History (ARH). See BA Studio Art for elective course listing.		
Total Credits		**54**

Theatre - B.A.

Specific Requirements for Admission to the Theatre Major

- Successful completion of THR 131 Acting I and THR 153 Stagecraft with a grade of B- or higher.

B.A., Major in Theatre Core course requirements: 40 Credits

Code	Title	Credits
Required for all tracks (13 credits):		
THR 131	Acting I	3
THR 153	Stagecraft I	3
THR 341	Play Direction And Script Analysis I	3
THR 499	Senior Thesis	1
Select three additional Fine & Performing Arts credits at the 200-400 level.		3
Select a Track from below to complete the degree.		
Technical, Performance, or Musical Theatre		27
Total Credits		**40**

Choose one of the three tracks below:

Technical Theatre Track requirements (27 credits):

Code	Title	Credits
THR 154	Costume Construction	3
THR 253	Drafting I	3
THR 254	Introduction to Theatrical Design	3
THR 351	Scene Design I	3
THR 355	Lighting Design I	3
THR 357	Costume Design I	3
THR 391 & 391	Production Practicum and Production Practicum (Repeat up to three credits)	3
Select two of the following:		6
THR 461	American Theater History	
THR 465	Theatre History (5th Century, B.C.-1700)	
THR 466	World Theatre History II: (1700-Present)	
Total Credits		**27**

Performance Track requirements (27 credits):

Code	Title	Credits
THR 215	Makeup Design	3
THR 217	Movement for the Actor	3
THR 330	Acting II	3
THR 332	Advanced Voice for the Actor	3
THR 335	Audition Technique	3
THR 391 & 391	Production Practicum and Production Practicum (Repeat up to three credits)	3
THR 432	Actor's Lab	3
Select two of the following:		6
THR 461	American Theater History	
THR 465	Theatre History (5th Century, B.C.-1700)	
THR 466	World Theatre History II: (1700-Present)	
Total Credits		**27**

Musical Theatre track requirements (27 credits):

Code	Title	Credits
MUS 100	Music Theory I	2
MUS 221	Ear Training And Sight Singing I	1
MUS 265	Musical Theatre Performance Lab (solo)	2
Select one of the following:		3
MUS 363	Musical Theatre History and Repertoire I	
MUS 364	Musical Theatre History and Repertoire II	
Music		
MUS 161 & 161	Applied Music I-Voice and Applied Music I-Voice (Repeat up to two credits)	2
MUS 261 & 261	Applied Music II-Voice and Applied Music II-Voice (Repeat up to two credits)	2
MUS 361 & 361	Applied Music III-Voice and Applied Music III-Voice (Repeat up to two credits)	2
MUS 461	Applied Music IV-Voice	1
Theatre		
THR 330	Acting II	3
THR 335	Audition Technique	3
THR 391	Production Practicum	1
Dance		
Select five total credits from the following:		5
DAN 101	Introduction to the Dance	
DAN 231	Intermediate Tap/Jazz	
DAN 331	Advanced I Tap/Jazz	
DAN 431	Advanced II Tap/Jazz	
Total Credits		**27**

Ancient History Minor

Students will study a broad range of history of the Near Eastern, Greek, and Roman worlds, with exposure to literary, epigraphic, and material remains. Attention will be given to political and social institutions and cultural forms, as well as the dynamic changes in these societies and the interrelationships between them.

Minor in Ancient History requirements: 18 credits *

Code	Title	Credits
Select four of the following:		12
CNE 401	Greek History to the Peloponnesian War	
CNE 402	Alexander the Great and His Legacy	
CNE 403	The Roman Republic	
CNE 404	The Roman Empire	
CNE 418	Great Empires of the Near East	
CNE 419	Ancient Egypt: History, Society and Culture	
Select two additional courses from the list below and the courses not taken above:		6
CNE 348	Muhammad And The Rise Of Islam	
CNE 349	Egyptian Art And Archaeology	

CNE 350	Archaeology of Israel & Jordan	
CNE 351	Warfare in the Classical World	
CNE 354	Greek Art and Archaeology	
CNE 357	Ancient Near Eastern Art And Archaeology	
CNE 358	An Introduction to Roman Law	
CNE 362	Imaging Christ: The Challenge of Early Christian Art	
CNE 420	Selected Topics In Ancient History	
CNE 430	Selected Topics In Ancient Art And Archaeology	
CNE 461	The City of Rome in Antiquity	
CNE 524	History of Ancient Israel	
CNE 526	Archaeology Of Roman Palestine	
Total Credits		**18**

* Kingfisher Concentration requirements: Choose any 9 credits from list above.

Art History Minor

The minor in Art History offers students a basic understanding of the history of visual culture. The study of Art History is fundamentally interdisciplinary and can complement majors in Theology, Philosophy, History, English, Psychology, Foreign Languages, and other majors in the Liberal Arts and the Sciences. Contact: Coordinator of Art History, Department of Fine and Performing Arts

Minor in Art History Requirements: 18 Credits *

Code	Title	Credits
Select two of the following:		**6**
ARH 210	History of Art: The Ancient World	
ARH 211	The History of Art: The Medieval World	
ARH 212	The History of Art III: The Modern World	
Select twelve credits from the following:		**12**
ARH 170	Cities and People: Urban History and Social Justice	
ARH 171	Who Owns the Past? Cultural Heritage and Modern Politics	
ARH 301	Topics in the History of Art	
ARH 349	Egyptian Art And Archaeology	
ARH 350	Archaeology of Israel and Jordan	
ARH 354	Greek Art and Archaeology	
ARH 357	Ancient Near Eastern Art and Archaeology	
ARH 362	Late Antique Art and Archaeology	
ARH 366	Etruscan and Roman Art	
ARH 369	Medieval Art and Architecture	
ARH 372	Northern Renaissance Art and Architecture	
ARH 375	Italian Renaissance Art and Architecture	
ARH 377	Seventeenth-Century Art and Architecture	
ARH 380	Eighteenth-Century Art and Architecture	
ARH 383	History and Aesthetics of Photography	
ARH 384	Building the American City	
ARH 385	American Art and Architecture	
ARH 386	The History and Aesthetics of Latin American Photography	
ARH 387	Modern Hispanic Art History	
ARH 390	Nineteenth-Century Art and Architecture	
ARH 394	Modern Art and Architecture	
ARH 401	History and Methods of Art History	
ARH 410	The Lives of Artists in Film	
ARH 414	The Jesuits and the Arts	
ARH 430	Selected Topics in Ancient Art and Archaeology	
ARH 435	Women, Art and Society	
ARH 445	History of Architecture and Urbanism	
ARH 450	The City	
ARH 456	Art and War	
ARH 461	The City of Rome in Antiquity	
ARH 465	The City of Rome	
ARH 467	History of The Art of Spain and Her Colonies	
ARH 468	Native American Art	
ARH 475	Michelangelo and the High Renaissance	
ARH 480	Management of Arts Organizations	
ARH 481	Arts Management Internship	
ARH 489	Summer Art History Seminar	
ARH 493	Directed Independent Research	
ARH 497	Directed Independent Research	
ARH 499	Senior Thesis	
ARH 535	Exploring Italy	
Total Credits		**18**

* Kingfisher concentration requirements are 9 credits total, chosen from the list of courses in the associated minor. Unless otherwise specified.

Classical and Near Eastern Civilizations Minor

Minor in Classical and Near Eastern Civilizations requirements: 18 credits *

Code	Title	Credits
CNE 300	Introduction to the Ancient Mediterranean World	3
Select 15 credits from the following:		15
ARH 171	Who Owns the Past? Cultural Heritage and Modern Politics	
ARH 210	History of Art: The Ancient World	
CNE 170	Love, Marriage and the Family in Classical Antiquity	
CNE 171	War in Literature	
CNE 172	Muhammad in Muslim Life and Thought	
CNE 230	Make 'Em Laugh: Serious Topics in Humorous Greek and Roman Literature	
CNE 231	Topics in Arabic Literature in Translation	
CNE 232	Heroes, Ghosts, Witches, Gods and Monsters: Classical Mythology	
CNE 233	The Hero in Antiquity	
CNE 234	Epic Literature	
CNE 280	Sport and Athletics in the Ancient Mediterranean	
CNE 281	Ancient Greece	
CNE 282	Ancient Rome	

CNE 315	Religions In The Greco-Roman World
CNE 323	Classical Greek Drama
CNE 348	Muhammad And The Rise Of Islam
CNE 349	Egyptian Art And Archaeology
CNE 350	Archaeology of Israel & Jordan
CNE 351	Warfare in the Classical World
CNE 354	Greek Art and Archaeology
CNE 357	Ancient Near Eastern Art And Archaeology
CNE 358	An Introduction to Roman Law
CNE 360	History of Medieval Ethics
CNE 362	Imaging Christ: The Challenge of Early Christian Art
CNE 365	Greek Art
CNE 366	Etruscan and Roman Art
CNE 369	Medieval Art and Architecture
CNE 370	History Of Ancient Western Philosophy
CNE 371	History of Hellenistic Philosophy
CNE 372	History of Medieval Philosophy
CNE 401	Greek History to the Peloponnesian War
CNE 402	Alexander the Great and His Legacy
CNE 403	The Roman Republic
CNE 404	The Roman Empire
CNE 405	Jews & Judaism: History, Heroes, Holidays
CNE 410	Stoicism
CNE 418	Great Empires of the Near East
CNE 423	Greek and Roman Comedy
CNE 430	Selected Topics In Ancient Art And Archaeology
CNE 440	Selected Topics In Classical Literature
CNE 461	The City of Rome in Antiquity
CNE 462	Homer, Troy and the Trojan War
CNE 465	The City of Rome
CNE 523	Israelite Religions
CNE 525	Archaeological Fieldwork And Analysis
CNE 526	Archaeology Of Roman Palestine
CNE 529	Translations of the Bible
Total Credits	**18**

* Kingfisher concentration requirements are 9 credits total, chosen from the list of courses in the associated minor. Unless otherwise specified.

Classical Languages Minor

Minor in Classical Languages requirements: 18 credits*

Code	Title	Credits
12 credits in LAT or GRK from the following choices:		12
LAT 111	Beginning Latin I	
LAT 112	Beginning Latin II	
LAT 225	Intermediate Latin	
LAT 301	Readings in Latin	
LAT 302	Latin Lab	
LAT 303	Latin Prose Composition	
LAT 400	Early Latin Authors	
LAT 401	Early Latin Themes and Genres	
LAT 402	Classical Latin Authors	
LAT 403	Classical Latin Themes and Genres	
LAT 404	Augustan Latin Authors	
LAT 405	Augustan Latin Themes and Genres	
LAT 406	Post-Augustan/late Latin Authors	
LAT 407	Post-Augustan/late Latin Themes and Genres	
LAT 408	Medieval Latin Authors	
LAT 409	Medieval Latin Themes and Genres	
LAT 410	Diachronic Readings in Latin	
LAT 411	Readings in Greek and Latin	
LAT 493	Directed Independent Readings	
GRK 111	Beginning Greek I	
GRK 112	Beginning Greek II	
GRK 225	Intermediate Greek	
GRK 301	Readings in Greek	
GRK 303	Greek Prose Composition	
GRK 400	Archaic Greek Authors	
GRK 401	Archaic Greek Themes and Genres	
GRK 402	Classical Greek Authors	
GRK 403	Classical Greek Themes and Genres	
GRK 404	Post-Classical Greek Authors	
GRK 405	Post-Classical Greek Themes and Genres	
GRK 406	Late/koine Greek Authors	
GRK 407	Late/koine Greek Themes and Genres	
GRK 408	Byzantine Greek Authors	
GRK 409	Byzantine Greek Themes and Genres	
GRK 410	Diachronic Readings in Greek	
GRK 411	Readings in Greek and Latin	
GRK 493	Directed Independent Readings	
6 additional credits from any of the following, or from any of the above not taken, including any CNE course:		6
ARA 111	Beginning Arabic for Daily Life I	
ARA 112	Beginning Arabic for Daily Life II	
ARA 225	Intermediate Arabic	
HEB 101	Introduction To Classical Hebrew I	
HEB 102	Introduction To Classical Hebrew II	
HEB 201	Introduction To Classical Hebrew Poety	
Total Credits		**18**

* Kingfisher concentration requirements are 9 credits total, chosen from the list of courses in the associated minor. Unless otherwise specified.

Dance Minor

A minor in Dance offers training in ballet coupled with exposure to jazz, tap, and modern dance technique. Students who pursue this study option will also have the opportunity to publicly perform a variety of dance styles as well as work with professional and peer choreographers and instructors. Contact: Coordinator of Dance, Department of Fine and Performing Arts

Minor in Dance Requirements: 18 Credits *

Code	Title	Credits
DAN 391	Production Practicum	1
DAN 441	Advanced II Ballet	1
DAN 421	Advanced II Modern Dance	1
DAN 431	Advanced II Tap/Jazz	1
DAN 398	Performance - Third Year	1
DAN 498	Performance - Fourth Year	1
Select twelve credits from the following: [1]		12
10 hours total to be taken in Ballet; no more than 4 total technique hours permitted per semester.		
DAN 101	Introduction to the Dance	
DAN 221	Intermediate Modern Dance	
DAN 231	Intermediate Tap/Jazz	
DAN 241	Intermediate Ballet	
DAN 242	Dance Composition & Theory I	
DAN 243	Dance Composition and Theory II	
DAN 303	Theory Of Teaching Dancing To Children	
DAN 304	Theory of Teaching Dancing to Children II	
DAN 321	Advanced I Modern Dance	
DAN 331	Advanced I Tap/Jazz	
DAN 341	Advanced I Ballet	
DAN 391	Production Practicum	
DAN 421	Advanced II Modern Dance	
DAN 431	Advanced II Tap/Jazz	
DAN 441	Advanced II Ballet	
Total Credits		**18**

[1] Chosen after consultation with the Coordinator of Dance for assignment to appropriate level.

* Kingfisher concentration requirements are 9 credits total, chosen from the list of courses in the associated minor. Unless otherwise specified.

Music Minor

The Music minor is structured to develop the student's understanding of foundational knowledge arising within the field of musical arts. The minor provides the student with a grasp of fundamental knowledge within the context of music theory, music history, ear training and sight-singing, and performance on voice or selected instrument. Contact: Coordinator of Music, Department of Fine and Performing Arts

Minor in Music Requirements: 18 Credits *

Code	Title	Credits
MUS 100	Music Theory I [1]	2
MUS 221	Ear Training And Sight Singing I [1]	1
Select one of the following: [1]		**3**
MUS 300	Music History I: Antiquity through Baroque	
MUS 400	Music History II: Classical through Present	
Select three credits from the following:		**3**
MUS 135	Beginning Class Piano	
MUS 157	Applied Music I-Piano	
MUS 257	Applied Music II-Piano	
Select three credits from the following:		**3**
MUS 271	Voice Class	
MUS 161	Applied Music I-Voice	
MUS 261	Applied Music II-Voice	
Performance Ensembles		**3**
Select three credits from the following:		
MUS 212	University Chorus I	
MUS 218	Symphonic Band I	
MUS 220	University Orchestra I	
MUS 312	University Chorus II	
MUS 313	Chamber Choir	
MUS 318	Symphonic Band II	
MUS 320	University Orchestra II	
Select three credits from the following:		**3**
MUS 137-MUS 161 Applied Music I		
MUS 208-MUS 220 Performance Ensemble course		
MUS 237-MUS 261 Applied Music II		
MUS 337-MUS 361 Applied Music III		
MUS 300	Music History I: Antiquity through Baroque	
MUS 308-MUS 320 Performance Ensemble course		
MUS 400	Music History II: Classical through Present	
MUS 101 & MUS 222	Music Theory II and Ear Training And Sight Singing II	
Total Credits		**18**

[1] Students must complete a successful audition before the music faculty before the first semester they are enrolled in applied lessons.

*

Musical Theatre Minor

The Musical Theatre minor offers a broad-based education in the musical theatre field while giving some specificity through electives. Experiences in theatre, dance and music are included in study options.

Minor in Musical Theatre Requirements: 18 Credits [1]*

Code	Title	Credits
Coursework in Voice - 6 credits:		**6**
MUS 161	Applied Music I-Voice	
MUS 265	Musical Theatre Performance Lab (solo)	
MUS 365	Advanced Musical Theatre Performance Lab (Duet-Ensemble)	
Coursework in Dance - 6 credits:		**6**
DAN 101	Introduction to the Dance	
DAN 221	Intermediate Modern Dance	
DAN 231	Intermediate Tap/Jazz	
DAN 241	Intermediate Ballet	
DAN 321	Advanced I Modern Dance	
DAN 331	Advanced I Tap/Jazz	
DAN 341	Advanced I Ballet	
DAN 421	Advanced II Modern Dance	
DAN 431	Advanced II Tap/Jazz	
DAN 441	Advanced II Ballet	
Coursework in Acting - 6 credits:		**6**
THR 131	Acting I	

THR 335	Audition Technique	
Total Credits		**18**

[1] Student is required to perform an acting, singing or dancing role (or technical support) in two (2) Musical Theatre productions prior to graduation. Application must be made (by audition) to the department.

* Kingfisher concentration requirements are 9 credits total, chosen from the list of courses in the associated minor. Unless otherwise specified.

Studio Art Minor

The minor in Studio Art provides the student with hands-on experience and a basic understanding of the practice of Fine Art. The two-dimensional and three-dimensional worlds are explored through the study of the elements of art: line, shape, value, color, texture, form, space, and design. In addition, social context and purpose are examined. The student creates objects of art based on these principles, self-expression, and theories of aesthetics. Contact: Studio Art Program Director, Department of Fine and Performing Arts

Minor in Studio Art Requirements: 18 Credits *

Code	Title	Credits
Select one of the following:		**3**
ART 105	Drawing Fundamentals	
ART 247	Printmaking Fundamentals	
ART 271	Photo Studio I:Beginning Black and White Photography	
ART 320	Artistic Anatomy	
Select one of the following:		**3**
ART 153	Three Dimensional Foundations I	
ART 154	Figure Sculpture I	
ART 211	Introductory Ceramics	
Select three credits of Art History (ARH)		**3**
ARH 170	Cities and People: Urban History and Social Justice	
ARH 171	Who Owns the Past? Cultural Heritage and Modern Politics	
ARH 211	The History of Art: The Medieval World	
ARH 301	Topics in the History of Art	
ARH 349	Egyptian Art And Archaeology	
ARH 350	Archaeology of Israel and Jordan	
ARH 354	Greek Art and Archaeology	
ARH 357	Ancient Near Eastern Art and Archaeology	
ARH 362	Late Antique Art and Archaeology	
ARH 365	Greek Art	
ARH 366	Etruscan and Roman Art	
ARH 369	Medieval Art and Architecture	
ARH 372	Northern Renaissance Art and Architecture	
ARH 375	Italian Renaissance Art and Architecture	
ARH 377	Seventeenth-Century Art and Architecture	
ARH 380	Eighteenth-Century Art and Architecture	
ARH 383	History and Aesthetics of Photography	
ARH 384	Building the American City	
ARH 385	American Art and Architecture	
ARH 386	The History and Aesthetics of Latin American Photography	
ARH 387	Modern Hispanic Art History	
ARH 390	Nineteenth-Century Art and Architecture	
ARH 394	Modern Art and Architecture	
ARH 401	History and Methods of Art History	
ARH 410	The Lives of Artists in Film	
ARH 414	The Jesuits and the Arts	
ARH 430	Selected Topics in Ancient Art and Archaeology	
ARH 435	Women, Art and Society	
ARH 440	Climate Change and the City	
ARH 445	History of Architecture and Urbanism	
ARH 450	The City	
ARH 456	Art and War	
ARH 461	The City of Rome in Antiquity	
ARH 465	The City of Rome	
ARH 467	History of The Art of Spain and Her Colonies	
ARH 468	Native American Art	
ARH 475	Michelangelo and the High Renaissance	
ARH 480	Management of Arts Organizations	
ARH 481	Arts Management Internship	
ARH 489	Summer Art History Seminar	
ARH 493	Directed Independent Research	
ARH 497	Directed Independent Research	
ARH 499	Senior Thesis	
Select nine credits of Studio Art (ART 200-level and above)		**9**
ART 211	Introductory Ceramics	
ART 247	Printmaking Fundamentals	
ART 253	Sculpture II	
ART 254	Figure Sculpture II	
ART 271	Photo Studio I:Beginning Black and White Photography	
ART 311	Intermediate Ceramics I	
ART 312	Intermediate Ceramics II	
ART 320	Artistic Anatomy	
ART 321	Life Drawing I	
ART 322	Life Drawing II	
ART 331	Painting I	
ART 332	Painting II	
ART 347	Printmaking I	
ART 348	Printmaking II	
ART 353	Sculpture III	
ART 371	Photography Studio II	
ART 373	Photographic Design And Non-Silver Process	
ART 374	Photographic Lighting and Studio Management	
ART 376	The Photo Diary	
ART 377	Pictures and Words: The Visual Book	
ART 401	Arts and Civic Engagement: Empty Bowls	
ART 402	Art and Activism	
ART 411	Advanced Ceramics I	
ART 412	Advanced Ceramics II	
ART 421	Life Drawing III	

ART 422	Life Drawing IV
ART 431	Painting III
ART 432	Painting IV
ART 447	Printmaking III
ART 448	Printmaking IV
ART 453	Sculpture IV
ART 454	Sculpture V
ART 481	Arts Management Internship
ART 493	Directed Independent Readings
ART 495	Directed Independent Projects
ART 497	Directed Independent Research
Total Credits	**18**

* Kingfisher concentration requirements are 9 credits total, chosen from the list of courses in the associated minor. Unless otherwise specified.

Theatre Minor

The Theatre minor offers broad-based education in the theatrical arts while giving some specificity through electives. Experiences in acting, directing, theatre history, stagecraft, and design are included in study options. Contact: Program Director of Musical Theatre and Theatre, Department of Fine and Performing Arts

Minor in Theatre Requirements: 18 Credits

Code	Title	Credits
THR 131	Acting I	3
THR 153	Stagecraft I	3
Select two of the following:		6
THR 154	Costume Construction	
THR 215	Makeup Design	
THR 341	Play Direction And Script Analysis I	
THR 355	Lighting Design I	
Select one of the following:		3
THR 461	American Theater History	
THR 465	Theatre History (5th Century, B.C.-1700)	
THR 466	World Theatre History II: (1700-Present)	
Three additional credits in Theatre at the 200-400 level		3
Total Credits		**18**

Gender and Sexuality Studies

Program Director: Dr. Britta McEwen
Program Office: Dowling/Humanities 226

The Gender and Sexuality Studies minor combines two interdisciplinary fields to introduce students to a social, cultural, and historical overview of how gender has been lived and understood. The first field, Gender Studies, explores social constructions of gender and how those meanings intersect with sexuality, race, ethnicity, social class, disability, and age. The second field, Sexuality Studies, invites us to think about both biology and society in dialogue as the human person and self is constructed. Both fields grew out of the inquires initiated by Women's Studies, but both complicate the early questions posed by that line of inquiry. The program slogan, "a minor that makes a major difference," is two-fold. First, Gender and Sexuality Studies aims to make a difference in the personal, intellectual, and professional lives of students by exposure to new, more inclusive ways of thinking and relating in society. Second, the minor intends to make a difference in a student's major field of study by providing concepts, perspectives, and insights that become "lenses" through which they engage in research and analyses. The Gender and Sexuality Studies minor requires 18 credit hours consisting of one required course WGS 300, Introduction to Gender and Sexuality Studies and five 3-credit electives. Opportunities for independent study and for internships are also available.

GENDER and Sexuality STUDIES MINOR REQUIREMENTS (18 CREDITS) *:

Code	Title	Credits
Required Introduction Course		
WGS 300	Introduction to Women's and Gender Studies	3
Gender and Sexuality Studies Elective Courses		
Select 15 credits from the followring courses:		15
AFS/HIS 277	Global Perspectives on Medicine in Africa and the African Diaspora	
AMS/SOC 318	Gender in American Society	
AMS/CRJ/SOC 323	Crime, Victimization and Public Health	
AMS/ANT/BKS/CRJ/SOC 341	Race and Justice	
AMS/SOC 360	Gender, Society and Culture	
AMS/ANT/SOC 411	Social Inequality and Stratification	
AMS/JPS/THL 419	Bible, Spirituality, & American Public Life	
ANT 352	Magic, Witchcraft and Medicine	
ANT/SOC 425	What's for Dinner, Honey?: Food, Culture, Gender, and Health	
ARH 435	Women, Art and Society	
CNE 170	Love, Marriage and the Family in Classical Antiquity	
COM 172	Princesses, Brides and Mothers	
COM 261	This is Us: Exploring Complex Communication in Family and Interpersonal Relationships	
COM 312	Mass Media and Modern Culture	
COM 364	Family Communication About Health and Well-Being	
COM 462	Gender, Work, and Organizing	
COM 471	Discourse of the American Family	
COM 474	The Dark Side of Personal Relationships	
COM 478	Perspectives on Work-Life Balance, Wellness and Justice	
ENG 225	Dead Men Tell No Tales: Pirate Literature Through the Ages	
ENG 226	Fiction and the Idea of the Nation	
ENG 229	Literature and Medicine	
ENG 312	Mass Media and Modern Culture	
ENG 342	English Literature III: Romantic/Victorian	
ENG 378	Hysteria: Gender and Health in Literature	
ENG 393	African-American Literature	
ENG 410	Women in Literature	

ENG 424	Adventurous Men and Wild Women: Genre, Gender and Geography in Fin-de-Siecle Literature
ENG 441	Trauma in Literature
ENG 442	18th and/or 19th Century British Novel
ENG 445	Daughters of Erin: Irish Women Writers
ENG 446	The Body in Early English Literature
ENG 455	Global Bollywood
ENG 482	Special Topics in American Literature
ENG 483	The Rhetoric of Emotion
FRN 551	Women Writers In French And Francophone Literature
HIS 281	Europe's Hubris and Humiliation
HIS 287	Global Perspectives in History: The Native American Experience
HIS 345	History and the Holocaust
HIS 398	History of Sexuality
HIS 461	History and Gender
HIS 483	History of Environmental Inequalities
IDC 491	Women in Science
PHL 348	Philosophy of Feminism
PHL 427	Food, Sex, and the Good Life
PHL 479	The Philosophy of Love and Sex
PLS 339	Public Policy And Poverty In The United States
PSY 428	Cross-Cultural Issues in Psychology
PSY 470	Human Sexuality
PSY 473	The Psychology of Gender
SOC 322	Victim Advocacy Policy and Practice
THL 115	The Christian Tradition in Women's Voices
THL 230	The Biblical Tradition: Gender, Economy, and Violence
THL 231	The Biblical Tradition: Perspectives on Suffering and Evil
THL 272	Theological Ethics: Sexual and Gender Issues
THL 518	Women and the Bible
THL 567	Gender, Race and Morality
THL 568	Women In The Christian Tradition
WGS 492	Advocacy and Education Internship (requires director approval)
WGS 495	Directed Independent Study (requires director approval)

* Kingfisher concentration requirements are 9 credits total, chosen from the list of courses in the associated minor. Unless otherwise specified. COM 172, ENG 225, ENG 226, THL 115, THL 230 and THL 272 are not eligible for the Kingfisher concentration.

History

Chair: Britta McEwen
Department Office: 216 Dowling Hall, Humanities Center

The Department of History provides students with historical perspective and insight into the issues, events, ideas, and values that constitute the human experience. This includes the study of a variety of societies and cultures, and teaching the essential analytic research and communication skills necessary to stimulate creative and critical thinking, and provide an ethical context for dealing with an increasingly complex world.

Bachelor of Arts: Major in History

Specific Requirements for Admission to the History Major

Successful completion of any HIS course with a grade of "C" or better.

- History (p. 139)

Minors in History

- History (p. 140)
- Digital Humanities (p. 117)
- Science and Medicine in Society (p. 168)

Students who think they may teach History in secondary schools must consult with the Education Department, with the History Department, and with the appropriate agency in the state in which they intend to teach.

History

B.A., History Major Requirements: 33 Credits

Code	Title	Credits
Choose one of the following courses from Global Perspectives in History:		**3**
AFS 277	Global Perspectives on Medicine in Africa and the African Diaspora	
AMS 275	The Twentieth Century as "The American Century	
CNE 280	Sport and Athletics in the Ancient Mediterranean	
CNE 281	Ancient Greece	
HIS 271	Conquest, Piracy, and Slavery: A History of the Atlantic	
HIS 272	Global Perspectives in History: Europe and the World	
HIS 273	Global Perspectives in History: History of Science and Medicine	
HIS 274	Global Perspectives in History: Rights and Revolutions	
HIS 275	The Twentieth Century as "The American Century	
HIS 276	Global Perspectives in History: Asia and the World	
HIS 277	Medicine in Africa and the African Diaspora	
HIS 278	Islam and the World	
HIS 279	Medieval Encounters	
HIS 280	Sport and Athletics in the Ancient Mediterranean	
HIS 281	Europe's Hubris and Humiliation	
HIS 282	Reacting to the Past	
HIS 284	Global Perspectives in History: The US in the World	
HIS 285	The Stuff of History: Materials That Have Shaped Our World	
HIS 287	Global Perspectives in History: The Native American Experience	
HIS 324	Global Perspectives in History: The Irish Experience	
HIS 325	Race, Nation and Empire	
ILS 310	Global Perspectives: Food in World History	

MUS 300	Music History I: Antiquity through Baroque	
Choose one of the following courses from U.S. History:		**3**
HIS 311	United States History To 1877	
HIS 312	United States History Since 1877	
Historical Methods and Historiography:		
HIS 310	History Workshop	3
Senior Capstone:		
HIS 490	Advanced Research Methods	3
Upper-level HIS Electives: [1]		**21**
Select 21 credits of HIS at the 300-level or above. Students are encouraged to consult with their advisors to select an appropriately diverse chronological, regional, and thematic range of courses.		
Total Credits		**33**

[1] As pre-approved by Department Chair.

History Minor

The History minor provides students with historical perspective and insight into the issues, events, ideas, and values that constitute the human experience. Students will demonstrate an understanding of the discipline of History, its methods and purposes. Students will learn the necessary analytic and communication skills to think critically about a variety of societies and cultures. Students will have the tools to integrate their understanding of the human experience across the academic community and their community at large.

Minor in History Requirements: 18 Credits *

Code	Title	Credits
HIS 310	History Workshop	3
Select 15 credits of HIS at the 300-level or above.		15
Total Credits		**18**

* Kingfisher concentration requirements are 9 credits total, chosen from the list of courses in the associated minor. Unless otherwise specified.

Honors Program

Acting Program Director: Erin Walcek Averett
Acting Associate Director: Eric Haas
Program Office: Hitchcock 303

Rooted in the university's Christian, Catholic, and Jesuit traditions, the Honors Program relies on the belief, articulated by Pope John Paul II, that "the united endeavor of intelligence and faith will enable people to come to the full measure of their humanity." Its goal is to foster a community committed to the ongoing education of students and faculty members as fellow seekers for truth. The program seeks individuals of all faiths and backgrounds who are intelligent, well prepared academically, highly motivated, and academically adventurous. The curriculum then immerses these students in an academically rigorous but flexible program of study guided by a faculty mentor who is charged with paying special attention to the personal dimension of learning. The program ultimately understands itself as a fellowship of inquiry whose individual members have dedicated themselves without reserve to love of learning.

Admission

Admission to the Honors Program is by invitation from the Honors Program Advisory Board (or the Honors Program Director or the Dean). Invitations to the Honors Program are sent to those students whose applications to the Creighton College of Arts and Sciences suggest that they would be strong candidates for admission to the Honors Program.

Good Standing

Once admitted to the Honors Program, students must continue to meet the following standards in order to remain in good standing in the program:

1. They must make acceptable progress towards fulfilling the requirements of the Honors Program. Ordinarily, this means that they should have completed at least six (6) credit hours of Honors courses by the end of their freshman year, 12 by the end of their sophomore year, and 18 by the end of their junior year.
2. They must maintain a GPA of at least 3.3 for all courses taken at Creighton.
3. They must maintain a GPA of at least 3.0 for all Honors courses taken at Creighton. (This Honors-specific GPA will not be computed until a student has completed at least two Honors courses.)

Honors students found not to be in good standing will be notified and given one semester to remedy the situation. Failure to do so may result in their dismissal from the Honors Program.

Limited Tuition Waiver

Honors students in good standing may apply for 1-3 credit tuition waivers for a given semester, for up to 21 credit hours, subject to Dean's Office Approval.

The Honors Program Core Curriculum provides an alternate path to the University learning outcomes, and Honors students fulfill these requirements in lieu of the Magis Core Curriculum.

All of the Honors Core elements are incorporated into **Learning Plans**, developed individually by Honors students in close consultation with assigned faculty mentors. The mentoring process shapes Honors students into confident, independent learners who take active roles in their own education and expect the most of themselves. Through their individualized Learning Plans, Honors students integrate their backgrounds and interests with the strengths and Mission of the University and the College. As a general principle, these four-year Learning Plans include courses distributed among the areas of fine arts, foreign languages, history, literature, mathematics, natural science, philosophy, social science, and theology. Students' Learning Plans are reviewed and approved by their faculty mentors and by the Program Director. While Honors students are expected, therefore, to excel in all areas that characterize a Creighton undergraduate education, fulfillment of these goals is determined on an individual basis rather than by the more structured curricular requirements that apply to other students.

Honors Core Requirements

Foundational Sequence: Honors students take three courses (9 credits) in their first three semesters that introduce them to the Christian, Catholic, and Jesuit intellectual traditions that lie at the heart of a Creighton education within the context of Western civilization and of the pluralistic world we inhabit.

Code	Title	Credits
Honors program Foundational Sequence required courses:		
HRS 100	Honors Foundational Sequence I: Beginnings of the Christian Intellectual Tradition	3
HRS 101	Honors Foundational Sequence II: The Rise of the West	3
HRS 200	Honors Foundational Sequence III: The Modern World	3
Total Credits		**9**

Sources and Methods Courses. Honors students take five courses (15-20 credits) that induce them to think critically about information, assumptions, and arguments found in multiple forms of academic and cultural discourse. Several such courses are offered each semester in a range of academic disciplines.

Code	Title	Credits
Sources and Methods courses		
Select 15-20 credits of HRS 300-level courses		15-20
Total Credits		**15-20**

Discipline Distribution Requirements

Code	Title	Credits
Discipline Distribution requirements		
Fine Arts		3
Foreign Language *		3
History		6
Literature		6
Mathematics		2
Natural Sciences		7
Philosophy		6
Social Sciences		6
Theology		6
Total Credits		**45**

* Foreign Language course 112-level or higher. See full list below.

Intersections Course. Honors students are required to take an Intersections course and may select from any such course offered in the College.

Code	Title	Credits
One course that fulfills the Magis Core Intersections requirement		**3**
Total Credits		**3**

Independent Research Project. Honors students are required to demonstrate their capacity for advanced, self-directed, individual work by completing an approved project within a field in which they specialize. They undertake these projects under the guidance of assigned faculty mentors and present their findings during a campus-wide “Honors Day.”

Code	Title	Credits
Independent Research Project		
Honors Day Presentation		0
Total Credits		**0**

Code	Title	Credits
Foreign Language requirement		
ARA 112	Beginning Arabic for Daily Life II	3
CHN 112	Beginning Chinese for Daily Life II	4
CHN 225	Intermediate Chinese	3
FRN 110	Beginning French for Daily Life II: Online Lab	1
FRN 112	Beginning French for Daily Life II	3
FRN 225	Intermediate French	3
FRN 311	Advanced French I	3
GER 110	Beginning German for Daily Life II: Online Lab	1
GER 112	Beginning German for Daily Life II	3
GER 225	Intermediate German	3
GER 303	German Literature and Civilization I: From the Middle Ages to 1871	3
GRK 112	Beginning Greek II	3
GRK 225	Intermediate Greek	3
ITA 110	Beginning Italian for Daily Life II: Online Lab	1
ITA 112	Beginning Italian for Daily Life II	3
ITA 225	Intermediate Italian	3
ITA 311	Advanced Italian I	3
JPN 112	Beginning Japanese for Daily Life II	4
JPN 225	Intermediate Japanese	3
JPN 311	Advanced Japanese I	3
LAT 112	Beginning Latin II	3
LAT 225	Intermediate Latin	3
SPN 110	Beginning Spanish for Daily Life II: Online Lab	1
SPN 112	Beginning Spanish for Daily Life II	3
SPN 225	Intermediate Spanish	3
SPN 311	Learning Spanish in Cultural Contexts	3
SPN 350	Spanish for Heritage Speaker	3

Interdisciplinary and Other

Interdisciplinary and courses from the health science schools may be available for College of Arts and Sciences students to take.

CAS 101. Dean's Fellows Foundational Sequence. 0 credits.
Deans Fellows course. Graded Satisfactory/Unsatisfactory. P. Deans Fellow; IC.

IDC 491. Women in Science. 1 credit. SP
Course designed to provide an historical overview of women in science while focusing on current practices. Discussion will emphasize barriers that women have faced in the past and strategies for coping, presently, in what is no longer a "man's field." Class meets once a week.

BMS 303. Physiology. 4 credits. SP
Provides Nursing and other Health Profession students with a basic knowledge of human physiology. Presents an overview of the function of the major organ systems using lectures and demonstrations. 4R. P. NUR major or IC.

BMS 311. Basic Human Anatomy. 4 credits. FA
Course designed to provide pre-professional students with an introduction to human gross anatomy, histology, and neuroanatomy. A systemic approach is used. Dissected cadaver specimens and anatomical models are available as learning aids. P.IC.

BMS 497. Directed Independent Research. 1-3 credits. OD
This course consists of original scientific investigation under supervision and guidance of the instructor. Upon successful completion of this course, students will acquire the skills necessary to perform experiments, assess, and interpret results; demonstrate competence in the laboratory, effectively analyze, synthesize, and interpret data; and communicate their results. P. IC.

IDC 401. Service Learning in Local Communities - Sports and Education. 3 credits.
This course combines service learning in a local community and in a foreign country in order to compare experiences of the relationship between sports, education, and development across different cultures. P. Sr. stdng.

MIC 141. Microbiology. 4 credits. FA
Introductory course, consisting of lectures, study groups, and computerized self-instruction, designed to provide nursing students with a basic knowledge of medical microbiology and immunology. P. None.

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.

OTD 215. Medical Terminology. 1 credit. (Same as PMC 215)
Medical Terminology is a critical part of language and communication used by health care practitioners. This self-directed course is designed for students planning a career in the health services and related fields. Course content includes a study of basic medical terminology. Students will construct and decipher terms using prefixes, suffixes, word roots, combining forms, special endings, plural forms, and abbreviations related to body systems, cavities, planes, and positions. Competency is evaluated throughout the semester through online testing.

PHA 213. Human Anatomy for Pre-Pharmacy Students. 3 credits.
Pre-pharmacy students will learn cellular, tissue, organ and system level anatomical structures, with emphasis on using anatomical knowledge as a foundation for pharmacist-provided patient care. P. BIO 202 and BIO 201 or equivalent.

PHR 241. Pharmacology I. 0-4.5 credits.
This course can be offered on campus or web-based. A comprehensive coverage of the major drug groups and their mechanisms. The emphasis is on human pharmacology and the rational basis for therapeutics. Specific drug classes will be discussed with emphasis on mechanism of action, organ systems affected by the drugs, their pharmacokinetics, therapeutic indications, untoward effects, contraindications and drug-drug interactions. P. PHA 301; PHA 404; MIC 541; CO: PHA 337.

PHR 242. Pharmacology II. 0-4.5 credits.
The pharmacy pharmacology course provides a comprehensive coverage of the major drug groups and their mechanisms. The emphasis is on the pharmacological basis for the therapeutic use of drugs. Specific drug classes will be discussed with emphasis on mechanism of action, organ systems affected by drugs, adverse effects, contraindications, pharmacokinetics, therapeutic indications and drug-drug interactions. P. PHR 241.

PHR 350. Introduction to Neuropharmacology. 3 credits.
This course is designed as an introductory course in pharmacology and neuropharmacology for students who have majored in or who have professional interests in biology, chemistry, biochemistry, psychology, pre-health professions and pre-medicine. Pharmacology is more than the study of the therapeutic uses of drugs. It is a science which uses the basic concepts of biology and chemistry to determine how drugs affect the organism. Neuropharmacology applies the basic principles of pharmacology to the nervous system and the tissues and organs that the nervous system regulates. Pharmacology gives a unique perspective in understanding how cells, organ systems, and organisms function. Pharmacology uses a systematic approach to investigate drug mechanisms causing a biological event for therapeutic use–from the molecular level to the whole animal. These pharmacological approaches also allow us to study how biological systems fail to function, providing information on the etiology of disease. Pharmacology research is essential for the development, testing and clinical use of drugs to treat disease. P. BIO 201, 202, CHM 203, 321, Jr. stdg. or IC.

PHR 531. Topics in Pharmacology and Drug Discovery Journal Club. 1 credit. FA
The most ground-breaking studies (classic through recent) in the field of pharmacology are discussed in a round-table format. Students will learn the basics of the scientific method, study design, experimental technique theory and general chemical principles, physiochemical properties and drug-receptor interactions used to derive structure-activity relationships for important drug classes and predict biological properties.

PHR 532. Hot Topics in Neuroscience Journal Club. 1 credit. SP
Continuation of PHR 531. P. DC.

PHR 537. Fundamentals of Neuroscience. 3 credits. FA, OD
This course will provide a detailed exploration of cellular, molecular and systems neuroscience and provide foundational knowledge necessary to becoming a neuroscientist. The class format will include didactic lectures with open discussions and self-directed computer simulated learning activities.

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.

Kingfisher Concentration BSBA students

Kingfisher concentrations BSBA students

A unique feature of the Heider Business Core is the required Kingfisher Concentration, named after Creighton's Kingfisher Institute, whose

vision is that "liberal arts and professional education complement and reinforce one another." The purpose is to encourage students to find an area of depth that supports growth in at least one Heider Mindset, allows personalization of liberal arts coursework, and complements a student's choice of major. Heider College of Business students must complete at least nine credit hours (typically three courses) drawn from one of the available Kingfisher Concentration options offered by the College of Arts & Sciences. When choosing a Kingfisher Concentration, students are encouraged to seek guidance from their academic advisor.

Kingfisher Concentrations for BSBA Students *:

- African American & Black Diasporic Studies (p. 89)
- African Studies (p. 90)
- American Studies (p. 90)
- Ancient History (p. 133)
- Applied Ethics (p. 156)
- Art History (p. 134)
- Asian Studies (p. 93)
- Behavioral and Cognitive Neuroscience (p. 168)
- Biological Physics (p. 160)
- Biology (p. 94)
- Classical Languages (p. 135)
- Classical & Near Eastern Civilizations (p. 134)
- Communication Studies (p. 99)
- Computer Science (p. 104)
- Criminal Justice (p. 112)
- Dance (p. 135)
- Data Science (p. 116)
- Digital Humanities (p. 117)
- Economics - HCB Students (p. 194)
- Education and Schooling (p. 143)
- English (p. 122)
- Environmental Policy (p. 125)
- Environmental Science (p. 125)
- Film Studies (p. 122)
- Food, Economies and Culture (p. 144)
- French and Francophone Studies (p. 151)
- Gender and Sexuality Studies (p. 138)
- German Studies (p. 152)
- Global Health Equity (p. 144)
- Graphic Design (p. 104)
- Health Administration and Policy (p. 114)
- Health and Culture (p. 144)
- History (p. 140)
- History & Philosophy of Science (p. 157)
- International Relations (p. 166)
- Issues and Questions in the American Experience (p. 143)
- Journalism (p. 104)
- Justice and Peace Studies (p. 114)
- Latin American Studies (p. 146)
- Leadership (p. 147)
- Legal Studies (p. 166)
- Mathematics (p. 148)
- Medical Humanities and English (p. 144)
- Military Science (p. 149)
- Music (General) (p. 145)
- Musical Theatre (p. 136)
- Philosophy (p. 145)
- Physics (p. 161)
- Political Science (p. 166)
- Psychological Science (p. 145)
- Public Health (p. 115)
- Public Policy (p. 166)
- Science and Medicine in Society (p. 145)
- Sociological Analysis (p. 146)
- Spanish and Hispanic Studies (p. 152)
- Studio Art (p. 137)
- Sustainability Studies (p. 146)
- Theatre (p. 138)
- Theology (p. 172)

* Kingfisher concentration requirements are 9 credits total, chosen from the list of courses in the associated minor. Unless otherwise specified.

Kingfisher: American Experience

Issues and Questions in the American Experience

Department: History

Issues and Questions in the American Experience Requirements (9 credits)

Code	Title	Credits
Defining the Interdiscipline		
AMS 307	Introduction to American Studies	3
Methods and Approaches		
AMS 308	Theories and Methods in American Studies	3
Elective		
Select any other AMS course		3
Total Credits		**9**

Kingfisher: Education and Schooling

Department: Education
Contact: Max Engel

Education and Schooling Requirements (9 credits)

Code	Title	Credits
Schooling Today		
EDU 170	Diversity and Justice in Education	3
School Classrooms Today		
At least one from the following:		3
EDU 104	Integration of Art, Music, and PE	
EDU 131	Literature for Children	
School Populations Today		
At least one from the following:		3
SWK 261	Social Welfare Needs of Vulnerable Populations:Exploring Helping Role from Social Work Perspective	

SWK 376	Family Dynamics	
SWK 377	Grief, Loss & Bereavement	
SWK 389	Addictions: Substances, Processes and People	
SWK 399	Trauma Care for the Whole Person	
EDU 299	Understanding Educational Assessment and Statistical Reasoning	
Total Credits		**9**

Kingfisher: Food, Economies and Culture

Department: Cultural and Social Studies
Chair: Mary Ann Danielson

Food, Economies and Culture Requirements (9 credits)

Code	Title	Credits
Foundations		
At least one course from the following options:		3
ANT 111	Introduction to Anthropology: Human and Cultural Diversity	
ANT 112	Introduction to Anthropology: Culture, Ecology and Sustainability	
ANT 113	Introduction to Anthropology: Social and Cultural Determinants of Health	
Concentrations		**6**
At least two courses from the following options:		
ANT 175	Nutritional Anthropology: Introduction to Foodways and Food Studies	
ANT 424	Sustainability Across the Rural Americas	
ANT 430	Violent Environments and Sustainability	
ANT 455	Food, Society, and Environment	
Total Credits		**9**

Kingfisher: Global Health Equity

Department: Cultural and Social Studies
Chair: Alexander Roedlach

Global Health Equity Requirements (9 credits)

Code	Title	Credits
Foundation		
ANT 317	Global Health: A Biosocial and Justice-Oriented Approach	3
Theory		
At least one course from the following:		3
ANT 301	Social and Cultural Theory	
ANT 211	Medical Anthropology	
Ethics		
At least one course from the following:		3
PHL 331	Moral Philosophy	
PHL 404	Bioethics and Society	
PHL 425	Sciences, Ethics & Society	
PHL 465	American Pragmatism	
THL 463	Social Justice in Selected Global Faith Traditions	
THL 565	Catholic Social Teaching	
Total Credits		**9**

Kingfisher: Health and Culture

Department: Cultural and Social Studies
Chair: Laura Heinemann

Health and Culture Requirements (9 credits)

Code	Title	Credits
Foundations		
At least one course from the following:		3
ANT 111	Introduction to Anthropology: Human and Cultural Diversity	
ANT 112	Introduction to Anthropology: Culture, Ecology and Sustainability	
ANT 113	Introduction to Anthropology: Social and Cultural Determinants of Health	
Theory		
At least one course from the following:		3
ANT 211	Medical Anthropology	
ANT 317	Global Health: A Biosocial and Justice-Oriented Approach	
ANT 383	Cultural Epidemiology: Global Perspectives	
ANT 418	Healthcare, Society and Culture	
Topics		
At least one course from the following:		3
ANT 308	An Anthropological and Transformational Approach to Alternative and Complementary Medicine	
ANT 352	Magic, Witchcraft and Medicine	
ANT 421	Public Health and Social Justice in Haiti	
ANT 422	Health, Disease, and Suffering in the Past and Present	
ANT 561	Definitions of Health-Implications for Care: Austria, Hungary and the United States	
Total Credits		**9**

Kingfisher: Medical Humanities & English

Department: English
Contact: Matt Reznicek and Brooke Kowalke

Medical Humanities & English Requirements (9 credits)

Code	Title	Credits
Required:		
ENG 229	Literature and Medicine	3
At least one from the following:		3
ENG 386	Medical Humanities in English Studies	
ENG 483	The Rhetoric of Emotion	
At least one from the following:		3
ENG 427	Health, Justice and Literature	
ENG 441	Trauma in Literature	

ENG 446	The Body in Early English Literature	
Total Credits		**9**

Kingfisher: Music (General)

Department: Fine and Performing Arts
Contact: Frederick Hanna

General Music Requirements (9 credits)

Code	Title	Credits
Music Theory		
MUS 100	Music Theory I	2
MUS 221	Ear Training And Sight Singing I	1
Musicology		
At least one course from the following:		3
MUS 300	Music History I: Antiquity through Baroque	
MUS 353	Jazz in American Culture	
MUS 369	American Popular Music	
MUS 400	Music History II: Classical through Present	
Performing Ensemble		
At least one course repeated for 3 semesters for a total of 3 credit hours from the following:		3
MUS 208	Jazz Ensemble I	
MUS 212	University Chorus I	
MUS 218	Symphonic Band I	
MUS 220	University Orchestra I	
MUS 313	Chamber Choir	
Total Credits		**9**

Kingfisher: Philosophy

Department: Philosophy
Contact: Kevin Graham

Philosophy Requirements (9 credits)

Code	Title	Credits
History		
At least one course from the following:		3
PHL 332	World Philosophy	
PHL 351	Introduction To Chinese Philosophy	
PHL 367	American Philosophy	
PHL 370	History Of Ancient Western Philosophy	
PHL 372	History of Medieval Philosophy	
PHL 373	History of Modern Philosophy	
PHL 374	History of 19th-Century Philosophy	
Problems		
At least one course from the following:		3
PHL 321	Epistemology	
PHL 331	Moral Philosophy	
PHL 334	Philosophy Of The Natural Sciences	
PHL 340	Philosophy of Language	
PHL 342	Metaphysics	
PHL 358	Social And Political Philosophy	
PHL 422	Aesthetics	
PHL 424	Philosophy of Mind	
Elective		
Any additional PHL course numbered 300 or above		3
Total Credits		**9**

Kingfisher: Psychological Sciences

Department: Psychological Science
Contact: Corey Guenther

Psychological Science Requirements (9 credits)

Code	Title	Credits
Each of the following is required:		
PSY 201	Introductory Psychology	3
PSY 353	Industrial Psychology	3
PSY 369	Organizational Psychology	3
Total Credits		**9**

Kingfisher: Science and Medicine in Society

Department: History
Contact: Andrew Hogan

Science and medicine in Society Requirements (9 credits)

Code	Title	Credits
Background		
At least one course from the following:		3
HIS 176	Controversies in Science and Medicine (1900-1990)	
HIS 273	Global Perspectives in History: History of Science and Medicine	
HIS 277	Medicine in Africa and the African Diaspora	
ANT 113	Introduction to Anthropology: Social and Cultural Determinants of Health	
PHL 112	Philosophical Ideas:Foundations of the Sciences	
SOC 101	Introduction to Sociology: Self and Society	
Sources and Methods		
At least one course from the following:		3
HIS 317	Mapping History: Cartography from the Early Modern to Digital Age	
HIS 398	History of Sexuality	
HIS 402	Intersections: History of Disability	
HIS 435	Digital Cultures	
HIS 488	Global Environmental History	
Theory		
At least one course from the following:		3
HIS 307	Introduction to American Studies	
HIS 477	Science and Medicine in Social Context	
ANT 211	Medical Anthropology	
Total Credits		**9**

Kingfisher: Sociological Analysis

Department: Cultural and Social Sciences
Contact: Ryan Wishart

Sociological Analysis Requirements (9 credits)

Code	Title	Credits
Research Design		
SOC 312	Research Design for the Social Sciences	3
Quantitative Skills		
At least one course from the following:		3
SOC 313	Power and Society: Political Sociology in Action	
SOC 314	Statistics for the Social Sciences	
SOC 470	Making Maps that Matter: Introduction to Geographic Information Systems	
Qualitative Skills		
At least one course from the following:		3
ANT 318	Applied Research: Assessment and Evaluation	
SOC 316	Qualitative Methods, Ethnography, and Engagement	
SOC 317	Global Health: A Biosocial and Justice-Oriented Approach	
Total Credits		**9**

Kingfisher: Sustainability Studies

Department: Philosophy (Sustainability program)
Contact: Anne Ozar

Sustainability Studies Requirements (9 credits)

Code	Title	Credits
Faith and Sustainability		
At least one course from the following:		3
SUS 400	Sustainable Practice: The Examined Life	
THL 301	Divine Providence, Catholic Social Teaching, & the Problem of Climate Change	
THL/JPS 274	Theological Ethics: Social Action and Political Advocacy	
THL 541	God is Green	
Humanity and Sustainability		
At least one from the following:		3
ARH 440	Climate Change and the City	
COM 459	Environmental Communication	
HIS 488	Global Environmental History	
PHL 415	Thoreau and Environmentalism	
PLS 333	Environmental Politics And Policy	
SOC 470	Making Maps that Matter: Introduction to Geographic Information Systems	
Justice and Sustainability		
At least one from the following:		3
ANT/SOC/EVS/JPS 430	Violent Environments and Sustainability	
HIS 483	History of Environmental Inequalities	
PHL 354	Environmental Ethics	
SOC 420	Environment & Society: Sociological Perspectives	
Total Credits		**9**

Latin American Studies

Program Director: Dr. Scott Eastman, Department of History, seastman@creighton.edu (ScottEastman@creighton.edu)
Associate Director: Dr. Tom Kelly, Department of Theology, thomaskelly@creighton.edu (ThomasKelly@creighton.edu)

Latin American Studies is an interdisciplinary program designed to provide undergraduate students with a broad understanding of Latin American cultures and history. The program addresses anthropological, cultural, environmental, gendered, historical, political, and theological approaches to studying Latin America. After completing six courses that examine Latin America from a minimum of three disciplinary perspectives, students will have a deeper understanding of American diversity - of Latino communities in and out of the U.S. - and a greater appreciation of marginalized and less privileged peoples across the region.

Minor in Latin American Studies requirements: 18 credits *

Code	Title	Credits
Choose one of the following:		**3**
ANT 346	Peoples and Cultures of Latin America	
HIS 376	Spain and its Empire since 1492	
Choose five courses from three different groups:		**15**
Latin American Anthropology or Sociology		
ANT 346	Peoples and Cultures of Latin America	
ANT/SOC/SPN 415	Social Stratification in the Dominican Republic	
Latin American Art History		
ARH 386	The History and Aesthetics of Latin American Photography	
ARH 387	Modern Hispanic Art History	
Encuentro Dominicano		
EDP 362	Dominican Republic in Context	
EDP 461	The Power of One: Poverty, Sustainable Development	
Latin American History		
HIS 376	Spain and its Empire since 1492	
HIS 471	Atlantic Revolutions and Empires	
Latin American Politics		
PLS 317	Latin American Government And Politics	
PLS 318	InterAmerican Politics	
PLS 410	Seminar On Comparative Politics	
Latin American Literature and Culture		
SPN 422	Latin-American Culture and Civilization	
SPN 423	Encuentro Hispano I	
SPN 426	Survey of Latin-American Literature	
SPN 528	Encuentro Hispano II	
SPN 551	Latin-American Novel	
SPN 552	The Latin-American Short Story	
SPN 554	Twentieth-Century Latin-American Poetry	
SPN 555	Twentieth-Century Latin American Theatre	

SPN 560	Contemporary Latino(a) Literature	
SPN 563	Feminine Voices from Latin America and Spain	
Theology in Latin America		
HRS 322	Sources and Methods: The Catholic Church and Latin America	
THL 431	Jesus Christ: Liberator	
THL 443	Ecclesiology in Global Context	
THL 534	Introduction to Liberation Theology	
Total Credits		**18**

* Kingfisher concentration requirements are 9 credits total, chosen from the list of courses in the associated minor. Unless otherwise specified.

Leadership Minor

Program Director: Sherianne Shuler
Program Office: Hitchcock Communication Arts Building, Room 307

The interdisciplinary minor in Leadership is designed to introduce students to academic theories of leadership, encourage reflection on how Jesuit values ground leadership practice, and provide opportunities for them to apply what they learn to their leadership experiences in student organizations and/or employment contexts.

Leadership minor requirements: 18 credits *

Code	Title	Credits
LDR 220	Ignatian Leadership: Ethics and Reflection	3
COM 320	Leadership: Theories, Styles, And Skills	3
LDR 420	Experiential Leadership	3
Choose 3 credits from the following:		3
COM 314	Managerial Communication	
COM 319	Language, Culture, And The Individual	
COM 321	Persuasion	
COM 359	Rhetoric and Public Culture	
COM 360	Organizational Communication Theories	
COM 361	Interpersonal Communication	
COM 362	Small Group Communication	
COM 363	Family Communication	
COM 390	Health Communication	
COM 441	Dialogue and Deliberation	
COM 442	Cultural Communication	
COM 450	Communicating Health Narratives	
COM 459	Environmental Communication	
COM 460	Historical and Contemporary Perspectives on Organizational Communication	
COM 462	Gender, Work, and Organizing	
COM 463	Communication Consulting	
COM 471	Discourse of the American Family	
COM 472	Communication in Close Relationships	
COM 474	The Dark Side of Personal Relationships	
COM 475	Resisting the Politics of Everyday Life	
COM 478	Perspectives on Work-Life Balance, Wellness and Justice	
COM 481	Rhetoric Dimensions of Persuasion and Social Movements	
COM 489	Visual Construction of Modern Culture	
COM 495	Special Topics In Communication Studies	
Choose 6 credits from the following:		6
ARH 480	Management of Arts Organizations	
COM 176	Talk to Me, TED: Leadership, Social Media, and Communication	
COM 360	Organizational Communication Theories	
COM 361	Interpersonal Communication	
COM 460	Historical and Contemporary Perspectives on Organizational Communication	
COM 462	Gender, Work, and Organizing	
COM 478	Perspectives on Work-Life Balance, Wellness and Justice	
COU 390	Residence Halls Advising	
HAP 331	Public and Non-Profit Administration	
HAP 334	Public Policy And Health Care	
HAP 411	Seminar in Healthcare Administration: Healthcare Planning and Marketing	
HAP 413	Service Excellence and Human Resources in Healthcare	
HAP 415	Seminar in Healthcare Management	
HIS 171	Waging Peace in the Twentieth Century	
HRS 352	Sources and Methods: Organizational Rhetoric	
JPS 265	Cortina Seminar	
JPS 375	Advanced Cortina Seminar	
MGT 301	Managerial Process And Organizational Behavior	
MGT 341	Advanced Organizational Behavior	
MGT 351	Human Resources Management	
MGT 373	International Management	
NUR 357	Professional Concepts II	
NUR 439	Population-Based Health Concepts II	
NUR 475	Professional Concepts III	
PHL 271	Philosophical Ethics: Cortina Community	
PLS 322	American Presidency	
PLS 323	Campaigns and Elections	
PLS 324	Congress And The Legislative Process	
PLS 331	Public and Non-Profit Administration	
PSY 353	Industrial Psychology	
PSY 369	Organizational Psychology	
PSY 472	Group Dynamics	
SWK 359	Practice 2: Social Work with Groups	
SWK 435	Practice III: Social Work with Organizations and Communities	
THL 217	The Biblical Tradition: Social Justice in the Old Testament	
Total Credits		**18**

* Kingfisher concentration requirements are 9 credits total, chosen from the list of courses in the associated minor. Unless otherwise specified.

Mathematics

Chair: Nathan Pennington (NathanPennington@creighton.edu)
Hixson-Lied Science Building, Room 543 - Phone: 402-280-2580

Department Office: Hixson-Lied Science Building, Room 504 - Phone: 402-280-2827

Majors in Mathematics - B.S.

Specific Requirements for Admission to the Mathematics Major

Students desiring to major in mathematics should apply to the department and be assigned a major advisor after completing MTH 245 Calculus I or MTH 246 Calculus II or its equivalent.

- Major in Mathematics (p. 148)
- Major in Mathematics: Medical Mathematics Track (p. 148)

Minors in Mathematics

- Mathematics minor (p. 148)

Associate of Science degree (A.S.)

This department offers the following associate degree:

- Mathematics, A.S. (p. 148)

Certificate Program

- Mathematics (p. 149)

Mathematics

B.S., Mathematics major requirements: 30 Credits

Code	Title	Credits
Required Courses		
MTH 310	Introduction to Abstract Mathematics	3
MTH 347	Calculus III	3
or MTH 349	Modeling the Physical World II	
MTH 350	Applied Linear Algebra and Differential Equations	3
MTH 429	Advanced Linear Algebra	3
MTH 445	Advanced Differential Equations	3
MTH 471	Mathematical Analysis	3
MTH 481	Modern Algebra I	3
9 additional hours in MTH or related subjects (e.g., PHY, CSC, CHM, BIO, numbered 300 or above) with approval of major advisor.		9
Total Credits		**30**

Mathematics: Medical Mathematics Track

B.S., Mathematics: Medical Mathematics Requirements: 30 Credits

Code	Title	Credits
MTH 310	Introduction to Abstract Mathematics	3
MTH 347	Calculus III	3
or MTH 349	Modeling the Physical World II	
MTH 350	Applied Linear Algebra and Differential Equations	3
MTH 361	Probability and Statistics in the Health Sciences	3
MTH 447	Mathematics in Medicine and the Life Sciences I	3
Choose two of the following:		6
MTH 429	Advanced Linear Algebra	
MTH 445	Advanced Differential Equations	
MTH 471	Mathematical Analysis	
MTH 481	Modern Algebra I	
9 additional hours in MTH or math intensive courses in related subjects such as PHY, CHM, CSC or BIO, numbered 300 or above, with approval of major advisor. Examples: BIO 317, CHM 341, PHY 351		9
Total Credits		**30**

Mathematics (A.S.)

A.S., MATHEMATICS REQUIREMENTS (64 CREDITS):

Code	Title	Credits
Required Course		
CPS 200	Making the Transition to College:Strategies for Degree Completion	3
Magis Core Foundations:		**13**
Select all of the following Foundations components:		
Contemporary Composition (3)		
Critical Issues in Human Inquiry (3)		
Oral Communication (1)		
Philosophical Ideas (3)		
The Christian Tradition (3)		
Magis Core Explorations:		
Ethics *Required		3
Select 5 credits from the following.		5
Understanding Natural Science (2)		
Understanding Social Science (3)		
Global Perspectives in History (3)		
Literature (3)		
The Biblical Tradition (3)		
Major Requirements - Mathematics (26 Credits)		
MTH 245	Calculus I	4
MTH 246	Calculus II	4
MTH 310	Introduction to Abstract Mathematics	3
MTH 347	Calculus III	3
MTH 350	Applied Linear Algebra and Differential Equations	3
MTH 360	Elementary Probability and Statistics	3
MTH 429	Advanced Linear Algebra	3
or MTH 445	Advanced Differential Equations	
Three additional upper-division credits arranged with department approval		3
Electives		**14**
Select Electives to reach 64 credits. [1]		
Total Credits		**64**

Mathematics minor

Minor in Mathematics requirements: 18 credits *

Code	Title	Credits
MTH 245	Calculus I	4
MTH 246	Calculus II	4
MTH 350	Applied Linear Algebra and Differential Equations	3

3 additional MTH courses numbered 300 or above	7
Total Credits	**18**

* Kingfisher concentration requirements are 9 credits total, chosen from the list of courses in the associated minor. Unless otherwise specified.

Mathematics Certificate

Certificate in Mathematics Requirements: 26 credits

Code	Title	Credits
MTH 245	Calculus I	4
MTH 246	Calculus II	4
MTH 310	Introduction to Abstract Mathematics	3
MTH 347	Calculus III	3
MTH 350	Applied Linear Algebra and Differential Equations	3
Select one of the following:		3
MTH 429	Advanced Linear Algebra	
MTH 445	Advanced Differential Equations	
MTH 471	Mathematical Analysis	
MTH 481	Modern Algebra I	
Select six additional credits of 300-500-level MTH courses.		6
Total Credits		**26**

Military Science

Department Office: Military Science Building, Room 110

The Army Reserve Officers' Training Corps (ROTC), Blackwolves Battalion as it exists today, began with President Wilson signing the National Defense Act of 1916. Army ROTC at Creighton University was authorized by the War Department in 1919. The program is a cooperative effort contractually agreed to by the Army and Creighton University as a means of providing officer leadership for the United States Army. As one of the premier Army ROTC programs in the country, the department's mission is to educate, train, develop, and inspire students to become officers and leaders of character for the U.S. Army and the nation.

The program does this through a combination of classroom instruction, leadership laboratories, and experiential learning opportunities focused on developing the mind, body, and spirit of students. These opportunities are designed specifically to enhance character and leadership ability in the students/Cadets and to allow them to practice the essential components of leadership: influencing, acting, and improving. Students become members of the Blackwolves Battalion and complete a planned and managed sequence of classroom courses and practical exercises intended to develop each into what an officer must be; a leader of character, a leader with presence, and a leader of intelligence to enable them to reach their full potential as individuals and as effective leaders of groups.

The program affords students an excellent opportunity to serve and focuses on the role of Army officers in the preservation of peace and national security, with particular emphasis placed on ethical conduct and the officer's responsibility to society to lead, develop themselves and others, and achieve success. The experience culminates with Cadets earning commissions as Second Lieutenants in the Active Army, United States Army Reserve, or United States Army National Guard. As an organization committed to lifelong learning, participants may elect to pursue one of the Army's numerous opportunities for follow-on postgraduate study as well. Creighton's Military Science Program is an elective two-year or four-year program.

Military Science Minor

- Military Science (p. 149)

Military Science Minor

The Military Science minor is designed for those students who desire to enhance their education by providing unique management and leadership instruction coupled with practical exercise. This program is designed to develop leadership and management skills basic to success as a leader in a civilian career or in the US Army.

Minor in Military Science Requirements: 18 Credits *

Code	Title	Credits
MIL 215	United States Military History	3
MIL 301	Adaptive Team Leadership	3
MIL 302	Training Management and the Warfighting Functions	3
MIL 351	Advanced Leadership Camp	3
MIL 400	Leadership Laboratory IV (Student must take this course twice.)	2
MIL 401	Mission Command and Advanced Leadership	2
MIL 402	Military Management Seminar	2
Total Credits		**18**

* Kingfisher concentration requirements are 9 credits total, chosen from the list of courses in the associated minor. Unless otherwise specified.

Modern Languages and Literatures

Chair: J. McClanahan, Ph.D.
Department Office: Hitchcock Communication Arts 111-B

The Department provides for its major and minor students in French, German, and Spanish programs of study that are conducive to developing competence in the spoken and written language, with a broad and deep knowledge of the literature and culture of the target languages. For students interested in studying Japanese or Italian, the Department offers a program of study conducive to developing competence in the spoken and written language with insights into the culture of the target languages.

Bachelor of Arts: Majors in Modern Languages and Literatures

- French and Francophone Studies (p. 150)
- German Studies (p. 150)
- Spanish and Hispanic Studies (p. 150)

Minors in Modern Languages and Literatures

- French and Francophone Studies (p. 151)
- German Studies (p. 152)
- Spanish and Hispanic Studies (p. 152)

French and Francophone Studies

Specific Requirements for Admission to the French Major

- Completion of FRN 225 Intermediate French, FRN 311 Advanced French I or FRN 312 Advanced French II with a grade of "C" or better.

French and Francophone Studies Requirements: 27 Credits

A minimum of 15 credits toward the major must be taken at Creighton. Credits taken as part of a *Faculty Lead Program Away* (FLPA) count as Creighton courses. Study Abroad is recommended.

Code	Title	Credits
Select at least 27 credits from the following:		27
FRN 225	Intermediate French	
FRN 311	Advanced French I	
FRN 312	Advanced French II	
FRN 314	Business French Communication	
FRN 335	French Conversation [1]	
FRN 411	Advanced Spoken French	
FRN 412	Advanced Written French	
FRN 415	Le Québec: sa langue et sa culture	
FRN 497	Directed Independent Research	
FRN 522	French Civilization Before The French Revolution	
FRN 524	French Civilization After The French Revolution	
FRN 525	Paris, Ville Du Monde (Paris, City Of The World)	
FRN 530	Introduction to Literary Analysis	
FRN 550	La litterature francophone africaine	
FRN 551	Women Writers In French And Francophone Literature	
FRN 554	Le Roman francais	
FRN 564	History of the French Language	
FRN 566	History of the Romance Languages	
FRN 572	French Cinema	
FRN 575	Directed Independent Readings	
FRN 595	Special Topics in French and Francophone Literature and Culture	
FRN 598	French and Francophone Studies Major Degree Portfolio	
Total Credits		**27**

[1] May be repeated to a limit of three credits.

German Studies

Specific Requirements for Admission to the German Studies Major

- Completion of GER 225 Intermediate German or GER 303 German Literature and Civilization I: From the Middle Ages to 1871 or GER 304 German Literature and Civilization II: From 1871 to the Present with a grade of "C" or better.

German Studies Requirements: 27 Credits

A minimum of 15 credits toward the major must be taken at Creighton. Credits taken as part of a *Faculty Lead Program Away* (FLPA) count as Creighton courses. Study Abroad is recommended.

Code	Title	Credits
Select at least 27 credits from the following courses:		27
GER 225	Intermediate German	
GER 303	German Literature and Civilization I: From the Middle Ages to 1871	
GER 304	German Literature and Civilization II: From 1871 to the Present	
GER 321	German For Business And Economics	
GER 328	Studies In Contemporary German Culture: The Last 25 Years	
GER 335	German Conversation [1]	
GER 411	Introduction To German Literature	
GER 493	Directed Independent Readings	
GER 495	Directed Independent Study	
GER 497	Directed Independent Research	
GER 525	The New Berlin (3-week summer course in Berlin, Germany)	
GER 529	Contemporary German Literature	
GER 545	German Novelle	
GER 568	The Multiplicity of German Culture: Cultural Differences and Marginality	
GER 572	Reading German Films	
GER 598	German Studies Major Degree Portfolio	
Total Credits		**27**

[1] May be repeated to a limit of 3 credits.

Spanish and Hispanic Studies

Specific Requirements for Admission to the Major

- Completion of SPN 225 Intermediate Spanish[1], SPN 311 Learning Spanish in Cultural Contexts, SPN 312 Advanced Spanish Grammar, or SPN 313 Advanced Spanish Conversation with a grade of “C” or better.

B.A., Spanish and Hispanic Studies requirements: 30 Credits

- A minimum of 18 credits towards the major must be taken at Creighton. Credits taken as part of a *Faculty Lead Program Away* (FLPA) count as Creighton courses. Study Abroad is recommended.

Code	Title	Credits
Course for Starting the major: [1]		**3**
SPN 225	Intermediate Spanish	
SPN 311	Learning Spanish in Cultural Contexts	
SPN 312	Advanced Spanish Grammar	
SPN 313	Advanced Spanish Conversation	
Select nine credits from the following 300-level courses: [2]		**9**
SPN 311	Learning Spanish in Cultural Contexts	
SPN 312	Advanced Spanish Grammar	

SPN 313	Advanced Spanish Conversation	
SPN 314	Communicating In Business I	
SPN 315	Cada loco con su tema": Reading Hispanic Diversity	
SPN 316	Spanish Immersion I	
SPN 317	Spanish Immersion II	
SPN 330	Cuba and the U.S.: Revolution and Restitution	
SPN 331	Medical Spanish I	
SPN 340	Special Topics in Hispanic Cultures	
SPN 350	Spanish for Heritage Speaker	
Select six credits from the following:		**6**
SPN 401	Advanced Spanish Composition	
SPN 402	Introduction to Translation	
SPN 405	Spanish Phonetics	
SPN 415	Social Stratification in the Dominican Republic	
SPN 420	Cultures of the Spanish-Speaking Caribbean	
SPN 421	Civilization and Culture of Spain	
SPN 422	Latin-American Culture and Civilization	
SPN 423	Encuentro Hispano I	
SPN 424	Encuentro Espanol I	
Required Course:		**3**
SPN 425	Introduction to Literary Analysis	
Select at least nine credits from the following:		**9**
SPN 426	Survey of Latin-American Literature	
SPN 427	Survey of Peninsular Literature	
SPN 430	Communicating in Business II	
SPN 431	Medical Spanish II	
SPN 475	Medieval and modern Religious Pilgrimage: Walking Spain's Caminio de Santiago	
SPN 493	Directed Independent Readings	
SPN 496	Independent Study in the Dominican Republic	
SPN 497	Directed Independent Research in Spanish and Hispanic Studies	
SPN 502	Advanced Spanish Translation	
SPN 525	Encuentro Espanol II	
SPN 528	Encuentro Hispano II	
SPN 543	Don Quixote	
SPN 551	Latin-American Novel	
SPN 552	The Latin-American Short Story	
SPN 554	Twentieth-Century Latin-American Poetry	
SPN 555	Twentieth-Century Latin American Theatre	
SPN 559	Contemporary Peninsular Spanish Literature	
SPN 560	Contemporary Latino(a) Literature	
SPN 563	Feminine Voices from Latin America and Spain	
SPN 564	History Of The Spanish Language	
SPN 566	History of the Romance Languages	
SPN 568	Multicultural Spain Through Letters, Politics, Theater And Film	
SPN 570	Contemporary Peninsular Film	
SPN 571	Latin American Film	
SPN 595	Directed Independent Readings	
SPN 599	Senior Seminar	
SPN 598	Spanish and Hispanic Studies Major Degree Portfolio	
Total Credits		**30**

[1] Students placed at the 300 level or above may not take this course for credit in the major; for students placed in SPN 225, this course does count toward the 30 credits of the major.

[2] If students take SPN 311, SPN 312 or SPN 313 as their SPN language course to start the major, three of the credits would count in that category instead. Advanced Students may replace 300- with 400-level courses with departmental permission.

Students majoring or co-majoring in Secondary School Teaching Endorsement 7-12 may substitute three credit hours of student teaching for one 500-level course.

French and Francophone Studies Minor

The French and Francophone Studies Minor offers students the opportunity to explore the broad interdisciplinary field of the language and cultures of the French-speaking world. The Minor, designed to complement the students' areas of specialization, will allow them to develop the linguistic and cultural proficiency necessary to function in regions where French is spoken. In addition to obtaining a greater mastery of all language skills (reading, writing, comprehension, speaking), students will acquire and apply terminology specific to their field. Moreover, this program will help students understand the geopolitical significance of the Francophone world. Thus, the Minor will not only develop students' analytical skills, but also teach them to recognize, negotiate, and appreciate cultural difference.

Minor in French and Francophone Studies Requirements: 18 Credits *

A minimum of 12 credits toward the minor must be taken at Creighton. Credits taken as part of a *Faculty Lead Program Away* (FLPA) count as Creighton courses.

Code	Title	Credits
Select two courses from the following:		**6**
FRN 225	Intermediate French	
FRN 311	Advanced French I	
FRN 312	Advanced French II	
Select 12 credits from the following:		**12**
FRN 314	Business French Communication	
FRN 335	French Conversation [1]	
FRN 411	Advanced Spoken French	
FRN 412	Advanced Written French	
FRN 415	Le Québec: sa langue et sa culture	
FRN 497	Directed Independent Research	
FRN 499	French and Francophone Studies Minor Degree Portfolio	
FRN 522	French Civilization Before The French Revolution	
FRN 524	French Civilization After The French Revolution	
FRN 525	Paris, Ville Du Monde (Paris, City Of The World)	
FRN 530	Introduction to Literary Analysis	
FRN 550	La litterature francophone africaine	

FRN 551	Women Writers In French And Francophone Literature	
FRN 554	Le Roman francais	
FRN 564	History of the French Language	
FRN 566	History of the Romance Languages	
FRN 572	French Cinema	
FRN 575	Directed Independent Readings	
Total Credits		**18**

[1] May be repeated to a limit of three credits.

* Kingfisher Concentration requirements are 9 credits total, chosen from the list of courses in the associated minor. Note that FRN 110 and FRN 112 are eligible for the French and Francophone Studies Kingfisher Concentration but are not eligible for the French and Francophone Studies minor.

German Studies Minor

The German Studies Minor offers students the opportunity to explore the broad interdisciplinary field of German and German-speaking Europe. The Minor, which will complement students' areas of specialization, will allow them to attain proficiency in all language skills (reading, writing, speaking, and listening). It will also give students an optimal framework for attaining a solid foundation of knowledge, experience, and skills that will help them understand the culture, literature, and history of the German-speaking countries. Moreover, the Minor will help students understand the transatlantic relationship and prepare them to approach productively the challenges facing our increasingly global world. The Minor not only develops students' analytic skills but also teaches them to recognize, negotiate, and appreciate cultural difference.

Minor in German Studies Requirements: 18 Credits *

A minimum of 12 credits toward the minor must be taken at Creighton. Credits taken as part of a *Faculty Lead Program Away* (FLPA) count as Creighton courses.

Code	Title	Credits
Select 18 credits from the following courses:		18
GER 225	Intermediate German	
GER 303	German Literature and Civilization I: From the Middle Ages to 1871	
GER 304	German Literature and Civilization II: From 1871 to the Present	
GER 321	German For Business And Economics	
GER 328	Studies In Contemporary German Culture: The Last 25 Years	
GER 335	German Conversation [1]	
GER 411	Introduction To German Literature	
GER 495	Directed Independent Study	
GER 497	Directed Independent Research	
GER 525	The New Berlin (3-week summer course in Berlin, Germany)	
GER 529	Contemporary German Literature	
GER 545	German Novelle	
GER 568	The Multiplicity of German Culture: Cultural Differences and Marginality	
GER 572	Reading German Films	
Total Credits		**18**

[1] May be repeated to a limit of three credits.

* Kingfisher Concentration requirements are 9 credits total, chosen from the list of courses in the associated minor. Note that GER 110 and GER 112 are eligible for the German Studies Kingfisher Concentration but are not eligible for the German Studies minor.

Spanish and Hispanic Studies Minor

The Spanish and Hispanic Studies Minor offers students the opportunity to explore the broad interdisciplinary field of the language and cultures of the Spanish-speaking world. The Minor, designed to complement the students' areas of specialization, will allow them to develop the linguistic and cultural proficiency necessary to work professionally in the United States and in all Spanish-speaking countries while making significant contributions to their communities. In addition to obtaining a greater mastery of all language skills (reading, writing, comprehension, speaking), students will acquire and apply terminology specific to their field. Finally, the Minor, in introducing students to diverse Hispanic literatures and cultures, will not only develop their analytical skills, but also teach them to recognize, negotiate, and appreciate cultural difference.

Minor in Spanish and Hispanic Studies Requirements: 18 Credits *

- A minimum of 12 credits towards the minor must be taken at Creighton. Credits taken as part of a *Faculty Lead Program Away* (FLPA) count as Creighton courses.

Code	Title	Credits
Course for Starting the Minor: [1]		**3**
SPN 225	Intermediate Spanish [1]	
SPN 311	Learning Spanish in Cultural Contexts	
SPN 312	Advanced Spanish Grammar	
SPN 313	Advanced Spanish Conversation	
Select nine credits from the following: [2]		**9**
SPN 311	Learning Spanish in Cultural Contexts	
SPN 312	Advanced Spanish Grammar	
SPN 313	Advanced Spanish Conversation	
SPN 314	Communicating In Business I	
SPN 316	Spanish Immersion I	
SPN 317	Spanish Immersion II	
SPN 330	Cuba and the U.S.: Revolution and Restitution	
SPN 331	Medical Spanish I	
SPN 340	Special Topics in Hispanic Cultures	
SPN 350	Spanish for Heritage Speaker	
Select six credits from the following:		**6**
SPN 401	Advanced Spanish Composition	
SPN 402	Introduction to Translation	
SPN 405	Spanish Phonetics	
SPN 415	Social Stratification in the Dominican Republic	
SPN 420	Cultures of the Spanish-Speaking Caribbean	
SPN 421	Civilization and Culture of Spain	
SPN 422	Latin-American Culture and Civilization	
SPN 423	Encuentro Hispano I	

SPN 424	Encuentro Espanol I
SPN 425	Introduction to Literary Analysis
SPN 499	Spanish and Hispanic Studies Minor Degree Portfolio
Total Credits	**18**

[1] Students placed at the 300 level or above may not take this course for credit in the minor; for students placed in SPN 225, this course does count toward the 18 credits of the minor.

[2] If students take SPN 311, SPN 312 or SPN 313 as their SPN language course to start the minor, three of the credits would count in that category instead. Advanced Students may replace 300- with 400- or 500-level courses with departmental permission.

* Kingfisher Concentration requirements are 9 credits total, chosen from the list of courses in the associated minor. Note that SPN 110 and SPN 112 are eligible for the Spanish and Hispanic Studies Kingfisher Concentration but are not eligible for the Spanish and Hispanic Studies minor.

Neuroscience

Director: Annemarie Shibata, Ph.D.
Department Office: Biology Department, Hixson-Lied Science Building, Room 422

The Neuroscience Program, housed within the Biology department, is a multidisciplinary program designed to provide an integrated, comprehensive, and investigatory learning experience that imparts a broad and strong understanding of the fundamental concepts and research principles that form the neurosciences.

Neuroscience is the study of 1) how the nervous system controls and responds to bodily functions and directs behavior; 2) how nervous system structure and function are determined by genes and the environment; and 3) how the brain serves as the foundation of the mind, awareness and thought. The Bachelor of Science with a major in Neuroscience is intended for students interested in pursuing careers in a variety of health professions and graduate programs, scientific research in academia and industry, or related life science careers.

The mission of the Neuroscience major is to deliver a comprehensive curriculum in neuroscience providing students with thorough understanding of neuroscience principles and modern application. This program will provide technical and intellectual skills for neuroscience and neuroscience related careers. Our role is also to work with colleagues across disciplines in the College of Arts and Sciences and Health and Professional Schools to develop students who understand what science contributes and what methodologies it necessitates. Our program will explain and reinforce how neuroscience contributes to our understanding of human behavior and will join with the Magis Core curriculum at Creighton to shape well-informed students/citizens.

Participating Departments and Faculty

Various faculty from the following departments participate in our multidisciplinary major: Biology, Psychology, Physics, Computer Science, Mathematics, Chemistry, Philosophy, Theology, and Pharmacology and Neuroscience.

B.S., Major in Neuroscience

Requirements for Admission to the Neuroscience Major

- Admission to the B.S., Major in Neuroscience program requires sophomore standing, completion of General Biology lecture and laboratory series, General Chemistry lecture and laboratory series, and Introduction to Psychology courses, with a grade of "C" or better in those pre-requisites.

Prerequisite Courses

Code	Title	Credits
BIO 201	General Biology: Organismal and Population	3
BIO 202	General Biology: Cellular and Molecular	3
BIO 205	General Biology: Organismal and Population Laboratory	1
BIO 206	General Biology: Cellular and Molecular Laboratory	1
PSY 201	Introductory Psychology	3
CHM 203	General Chemistry I	3
CHM 204	General Chemistry I Laboratory	1
CHM 205	General Chemistry II	3
or CHM 285	Advanced General Chemistry II	
CHM 206	General Chemistry II Laboratory	1
or CHM 286	Chemical and Statistical Analysis Laboratory	
Total Credits		**19**

Support Courses

Code	Title	Credits
Chemistry support		**4**
CHM 321	Organic Chemistry I	
CHM 322	Organic Chemistry I Laboratory	
Physics support		**6**
Choose 1 of the Physics course sequences below:		
Option 1 (recommended for pre-medical, pre-health and pre-graduate program students)		
PHY 201	General Physics for the Life Sciences	
PHY 205	General Physics Laboratory I	
PHY 202	General Physics for the Life Sciences II	
PHY 206	General Physics Laboratory II	
Option 2 (recommended for students interested in electives requiring calculus-based physics)		
PHY 213	General Physics for the Physical Sciences I	
PHY 205	General Physics Laboratory I	
PHY 214	General Physics for the Physical Sciences II	
PHY 206	General Physics Laboratory II	
Option 3 (given approval from the Physics Department)		
PHY 221	Advanced General Physics I:Modeling the Physical World	
PHY 223	Project Physics Laboratory I	
PHY 222	Advanced General Physics II:Modeling the Physical World	
PHY 224	Project Physics Laboratory II	
Total Credits		**10**

B.S., Neuroscience (40 Credits)

Neuroscience Core Requirements (Maximum of 33 Credits, Depending on Course Selections. Completion of Required Courses will fulfill Designated Courses within the Magis Core.)

Code	Title	Credits
Required Courses:		
PSY 437	Behavioral Neuroscience	3
BIO 462	Neurobiology	3
BIO 463	Neurobiology Laboratory	1
PHR 350	Introduction to Neuropharmacology	3
PHL 424	Philosophy of Mind	3
NES 510	Neurophysiology Lab	2
NES 592	Neuroscience Senior Seminar	1
Select one of the following:		3
BIO 467	Developmental Biology	
NES/BIO 464	Neurobiology of Disease	
PHL 404	Bioethics and Society	
PHL 425	Sciences, Ethics & Society	
PHL 457	Biomedical Ethics: Philosophical and Theological Approaches	
Select one of the following:		3
BIO 449	Physiology	
PHA 404	Human Physiology (Follows Pharmacy School Schedule)	
Select one of the following:		3
BIO 362	Cell Structure and Function	
CHM 371	Biochemistry of Metabolism	
Select one of the following:		3
BIO 311	Biostatistics	
MTH 360	Elementary Probability and Statistics	
MTH 361	Probability and Statistics in the Health Sciences	
Electives		12
Total Credits		**40**

Electives: 4 courses

Code	Title	Credits
A minimum of 4 additional courses from any of the groups listed below may be selected. Electives may also fulfill Magis Core requirements.		
Cellular and Organismal Neuroscience		
NES 464	Neurobiology of Disease	
NES 466	Pharmacology of Drugs and Abuse	
NES 500	Introduction to Clinical Neuroscience	
BIO 371	Animal Behavior	
BIO 372	Animal Behavior Laboratory	
BIO 467	Developmental Biology	
BIO 567	Current Topics in Neuroscience	
Behavioral Neuroscience		
PSY 351	Psychopathology	
PSY 361	Neuropsychology	
PSY 431	Cognitive Psychology	
or PSY 441	Cognitive Neuroscience	
PSY 434	Principles of Behavior	
PSY 436	Sensation and Perception	
Physical Neuroscience		
PHY 301	Modern Physics	
PHY 302	Modern Physics Laboratory	
PHY 303	Electronics Laboratory	
PHY 351	Physics in Medicine	
PHY 353	Introduction to Biological Physics	
PHY 565	Radiation Biophysics	
PHY 566	Physics of Medical Imaging I	
PHY 567	Physics of Medical Imaging II	
Computational Neuroscience		
BIO 501	Bioinformatics	
MTH 429	Advanced Linear Algebra	
MTH 445	Advanced Differential Equations	
MTH 448	Mathematics in Medicine and Life Sciences II	
CSC 321	Data Structures	
CSC 421	Algorithm Design and Analysis	
CSC 550	Introduction To Artificial Intelligence	
CSC 590	Special Topics	
Philosophical Neuroscience		
PHL 321	Epistemology	
PHL 333	Philosophy Of The Human Sciences	
PHL 334	Philosophy Of The Natural Sciences	
PHL 342	Metaphysics	
Theological Neuroscience		
THL 304	Ultimate Questions: Where Theology Meets Neuroscience	

Service Learning

Independent Study Service Learning Course (Optional - Instructor Consent)

This course is designed to allow students to receive credit for educational outreach. The course may be taken up to four times. Outreach of 0 credits may be taken if the student has reached 18hrs of course credit. Students will use knowledge acquired in Neuroscience major specific course work and develop content to support Neuroscience education outreach and high school student tutoring in preparation for the Brain Bee. The Brain Bee is a high school level, Neuroscience competition that is held at Creighton annually. The winner of this competition qualifies for the national competition. The Brain Bee is delivered by Creighton's Chapter of Nu Rho Psi, the Neuroscience Honor Society under the direction of Dr. Gwen King.

Code	Title	Credits
Neuroscience Outreach		
NES 498	Neuroscience in the Community	0-3

Research COURSEs

Introduction to Research Design and Methods (Optional - Instructor Consent)

This course allows students to receive credit for research activities. The course may be taken one time. Research of 0 credits may be taken if the student has reached 18hrs of course credit.

Code	Title	Credits
NES 297	Directed Research	0-3

Neuroscience Research Designation (Optional - Instructor Consent)
An equivalent of **two semesters** worth of directed research credit is required (NES 397, NES 497). Research of 0 credits may be taken if the student has reached 18hrs of course credit. The research designation will be met by submission of a written abstract and evaluation of a presentation (oral and/or written) of the research project at a local, regional, and/or national meetings for each semester of NES 397 or NES 497.

Code	Title	Credits
NES 397	Directed Independent Research (Extramural)	0-3
NES 497	Directed Independent Research (Intramural)	0-3

Philosophy

Chair: Kevin Graham, PhD
Associate Chair: Anne Ozar, PhD
Department Office: Humanities Center, Room 105

The Department of Philosophy at Creighton University is concerned to arouse and sustain a sense of wonder in students, to acquaint them with the main problems and historical periods in philosophy, to help them form the habit of rigorous and clear thinking, and to prepare them to make philosophically mature decisions during the course of a lifetime.

Specific Requirements for Admission to the Philosophy Major

Code	Title	Credits
Prerequisite Course for Admission to Philosophy Major (credits count toward major)		**3**
Earn a "C" or better in one of the following Philosophical Ideas prerequisite courses:		
PHL 110	Philosophical Ideas:Reality, Knowledge, and the Good Life	
PHL 111	Philosophical Ideas:Law	
PHL 112	Philosophical Ideas:Foundations of the Sciences	
A GPA of 2.00 or better in philosophy courses completed at the time of application.		

Majors in Philosophy

- B.A., Philosophy (p. 155)
- B.A., Philosophy: Specialization in Ethics (p. 156)

Learning Objectives of the Philosophy Major

Upon completion of the major program, all students will fulfill each of the following learning objectives:

1. **Philosophical Knowledge**
   a. **Knowledge of the History of Philosophy**: Students will analyze and evaluate the ideas and arguments of some major philosophers of the past in the context of the history of philosophy in which those ideas and arguments developed.
   b. **Knowledge of the Problems of Philosophy**: Students will analyze and evaluate contrasting approaches to some fundamental problems in philosophy.
2. **Philosophical Skills**: Students will formulate and defend a position on a philosophical issue on their own.
3. **Philosophical Virtues**: Students will express the virtues of humility, respectfulness, good judgment, courage and perseverance in their written work.

Minors in Philosophy

- Applied Ethics (p. 156)
- History and Philosophy of Science (p. 157)
- Philosophy (p. 157)

Philosophy

B.A., Philosophy Major Requirements: 36 Credits

Code	Title	Credits
Philosophical Ideas Course		**3**
Select one of the following:		
PHL 110	Philosophical Ideas:Reality, Knowledge, and the Good Life	
PHL 111	Philosophical Ideas:Law	
PHL 112	Philosophical Ideas:Foundations of the Sciences	
Philosophical Ethics Course		**3**
Select one of the following:		
PHL 270	Philosophical Ethics	
PHL 271	Philosophical Ethics: Cortina Community	
PHL 272	Philosophical Ethics: Poverty	
Ultimate Questions Course in Philosophy		**3**
Select one of the following:		
PHL 300	Ultimate Questions: Spirituality/Philosophy	
PHL 320	Ultimate Questions: God and Persons	
Capstone Course		**3**
PHL 492	Senior Seminar	
Logic		**3**
PHL 399	Symbolic Logic	
History of Philosophy		**6**
Select two of the following:		
PHL 332	World Philosophy	
PHL 351	Introduction To Chinese Philosophy	
PHL 367	American Philosophy	
PHL 370	History Of Ancient Western Philosophy	
PHL 372	History of Medieval Philosophy	
PHL 373	History of Modern Philosophy	
PHL 374	History of 19th-Century Philosophy	
PHL 481	A Major Philosopher	
Problems of Philosophy		**6**
Select two of the following:		
PHL 321	Epistemology	
PHL 331	Moral Philosophy	
PHL 334	Philosophy Of The Natural Sciences	
PHL 340	Philosophy of Language	
PHL 342	Metaphysics	
PHL 358	Social And Political Philosophy	
PHL 422	Aesthetics	
PHL 424	Philosophy of Mind	

Philospohy Electives	**9**
Additional PHL courses 300 level or above	
Total Credits	**36**

Note: It is recommended that students take a logic course as early in the program as possible.

Philosophy: Specialization in Ethics

Philosophy: Ethics Major Requirements: 36 Credits

Code	Title	Credits
Philosophical Ideas Course		**3**
Select one of the following:		
PHL 110	Philosophical Ideas:Reality, Knowledge, and the Good Life	
PHL 111	Philosophical Ideas:Law	
PHL 112	Philosophical Ideas:Foundations of the Sciences	
Philosophical Ethics Course		**3**
Select one of the following:		
PHL 270	Philosophical Ethics	
PHL 271	Philosophical Ethics: Cortina Community	
PHL 272	Philosophical Ethics: Poverty	
Ultimate Questions Course in Philosophy		**3**
Select one of the following		
PHL 300	Ultimate Questions: Spirituality/Philosophy	
PHL 320	Ultimate Questions: God and Persons	
Other Required PHL Courses		**6**
Take all of the following:		
PHL 331	Moral Philosophy	
PHL 492	Senior Seminar	
Logic		**3**
Select one of the following:		
PHL 398	Introduction to Logic	
PHL 399	Symbolic Logic	
History of Philosophy		**6**
Select two of the following:		
PHL 332	World Philosophy	
PHL 351	Introduction To Chinese Philosophy	
PHL 367	American Philosophy	
PHL 370	History Of Ancient Western Philosophy	
PHL 372	History of Medieval Philosophy	
PHL 373	History of Modern Philosophy	
PHL 374	History of 19th-Century Philosophy	
PHL 481	A Major Philosopher	
Problems of Philosophy		**3**
Select one of the following:		
PHL 321	Epistemology	
PHL 334	Philosophy Of The Natural Sciences	
PHL 340	Philosophy of Language	
PHL 342	Metaphysics	
PHL 358	Social And Political Philosophy	
PHL 422	Aesthetics	
PHL 424	Philosophy of Mind	
Ethics		**9**
Select three of the following:		
PHL 348	Philosophy of Feminism	
PHL 354	Environmental Ethics	
PHL 355	Science, Technology, and Values	
PHL 356	Philosophy of Peace and War	
PHL 358	Social And Political Philosophy	
PHL 359	History of Ethics	
PHL 360	History of Medieval Ethics	
PHL 365	Classics of Political Thought	
PHL 368	Moral Psychology	
PHL 390	Philosophy of Law	
or PLS 390	Philosophy of Law	
PHL 404	Bioethics and Society	
PHL 425	Sciences, Ethics & Society	
PHL 426	The Carceral State: Police Violence, Adjudication, and Mass Incarceration	
PHL 427	Food, Sex, and the Good Life	
PHL 431	Topics in Moral Philosophy	
PHL 436	Money and the Good Life	
PHL 455	Health Care, Society, And Values	
PHL 456	Public Health Ethics	
PHL 457	Biomedical Ethics: Philosophical and Theological Approaches	
PHL 482	Race In America: Idea And Reality	
PHL 493	Directed Independent Research	
PHL 495	Directed Independent Study	
Total Credits		**36**

Note: it is recommended that students take a logic course as early in the program as possible.

Applied Ethics Minor

An interdisciplinary program of studies designed to provide students with an understanding of applied ethics from two perspectives, philosophy and theology. The minor introduces students to the differences and similarities in philosophical and theological approaches to applied ethics, different theories of ethics in these two disciplines, and how to relate the two. Contact: Julia A. Fleming, Professor of Theology; Anne Ozar, Associate Professor of Philosophy

Minor in Applied Ethics Requirements: 18 Credits *

Code	Title	Credits
Foundational Ethics		
Select one of the following:		3
PHL 270	Philosophical Ethics	
PHL 271	Philosophical Ethics: Cortina Community	
PHL 272	Philosophical Ethics: Poverty	
Theological Ethics		
Select two of the following:		6
THL 457	Biomedical Ethics: Philosophical and Theological Approaches	
THL 463	Social Justice in Selected Global Faith Traditions	

THL 464	Social Justice in Islam and Muslim Experience	
THL 534	Introduction to Liberation Theology	
THL 541	God is Green	
THL 563	Contemporary Moral Problems	
THL 564	Christian Sexual Ethics	
THL 565	Catholic Social Teaching	
THL 567	Gender, Race and Morality	
THL 588	Christian Ethics of War and Peace	
THL 589	The Rwanda Genocide as a Challenge for the Church	
Philosophical Ethics		
Select two of the following:		6
PHL 331	Moral Philosophy	
PHL 348	Philosophy of Feminism	
PHL 354	Environmental Ethics	
PHL 358	Social And Political Philosophy	
PHL 359	History of Ethics	
PHL 368	Moral Psychology	
PHL 404	Bioethics and Society	
PHL 425	Sciences, Ethics & Society	
PHL 437	Literature, Philosophy and Economics: In Search of Economic Justice	
PHL 455	Health Care, Society, And Values	
Additional Ethics Elective		
Select one additional course from the lists above or from the following:		3
BUS 356	Business Ethics	
HAP 416	Healthcare Ethics: Public Health, Administration, and Clinical Care	
JPS 416	Healthcare Ethics: Public Health, Administration, and Clinical Care	
JPS 460	Models and Heroes of Service and Justice	
JPS 588	Christian Ethics Of War And Peace	
SUS 400	Sustainable Practice: The Examined Life	
THL 270	Theological Ethics: Applying Moral Principles	
THL 271	Theological Ethics: Applying Moral Principles in the Marketplace	
THL 272	Theological Ethics: Sexual and Gender Issues	
THL 273	Theological Ethics: Moral Perception and Moral Blindness	
THL 274	Theological Ethics: Social Action and Political Advocacy	
Total Credits		**18**

* Kingfisher concentration requirements are a maximum of 3 credits at the 200-level and a minimum of 6 credits at the 300-level or above for a total of 9 credits, chosen from the list of courses for the Applied Ethics minor.

History and Philosophy of Science Minor

This interdisciplinary minor introduces students to the key historical events in the emergence of science and to the philosophical debates about what counts as science, theories of scientific method, realism and anti-realism, and the role of values in science. Contact: Kevin Graham, Chair of Philosophy

Minor in History and Philosophy of Science Requirements: 18 Credits *

Code	Title	Credits
Select one Philosophical Ideas Course:		**3**
PHL 110	Philosophical Ideas:Reality, Knowledge, and the Good Life	
PHL 111	Philosophical Ideas:Law	
PHL 112	Philosophical Ideas:Foundations of the Sciences	
Select three of the following:		**9**
SOC 301	Social and Cultural Theory	
HIS 335	The Scientific Revolution	
PSY 424	History And Systems Of Psychology	
HIS 431	Mathematical History, Philosophy And Ethics	
ECO 508	History of Political Economy	
Select two of the following:		**6**
PHL 333	Philosophy Of The Human Sciences	
PHL 334	Philosophy Of The Natural Sciences	
PHL 420	Science and Religion	
PHL 425	Sciences, Ethics & Society	
Total Credits		**18**

* Kingfisher concentration requirements are 9 credits total, chosen from the list of courses in the associated minor. Unless otherwise specified.

Philosophy Minor

The study of philosophy involves both understanding how philosophers of the past have approached a variety of philosophical problems and understanding how a single set of related philosophical problems could be approached in a variety of different ways. Students study both the history and the problems of philosophy. Contact: Kevin Graham, Chair of Philosophy

Minor in Philosophy Requirements: 18 Credits

Code	Title	Credits
Philosophical Ideas Course		
Select one of the following:		3
PHL 110	Philosophical Ideas:Reality, Knowledge, and the Good Life	
PHL 111	Philosophical Ideas:Law	
PHL 112	Philosophical Ideas:Foundations of the Sciences	
History of Philosophy		
Select one of the following:		3
PHL 332	World Philosophy	
PHL 351	Introduction To Chinese Philosophy	
PHL 367	American Philosophy	
PHL 370	History Of Ancient Western Philosophy	
PHL 372	History of Medieval Philosophy	
PHL 373	History of Modern Philosophy	

PHL 374	History of 19th-Century Philosophy	
PHL 481	A Major Philosopher	
Problems in Philosophy		
Select one of the following:		3
PHL 321	Epistemology	
PHL 331	Moral Philosophy	
PHL 334	Philosophy Of The Natural Sciences	
PHL 340	Philosophy of Language	
PHL 342	Metaphysics	
PHL 358	Social And Political Philosophy	
PHL 422	Aesthetics	
PHL 424	Philosophy of Mind	
PHL Upper Level Electives		
9 additional credit hours of PHL courses numbered 300 or above.		9
Total Credits		**18**

Physics

Chair: Gintaras K. Duda
Department Office: Hixson-Lied Science Building, Room G81

The physics degree program provides a strong foundation for careers in the rapidly developing high-tech industries, engineering, medicine and law. For students who complete a degree in physics, the rewards are a deep understanding of nature, unusual flexibility in the choice of a career, and exceptional strength and stability in the job market.

Specific Requirements for Admission to the Physics Major

- PHY 213 General Physics for the Physical Sciences I[1], PHY 205 General Physics Laboratory I[3], PHY 214 General Physics for the Physical Sciences II[2] and PHY 206 General Physics Laboratory II[4] or an "A" or "B" grade in both PHY 213 and PHY 205.

Majors in Physics

- B.S., Major in Physics (p. 160)
- B.S., Major in Applied Physics and Pre-Engineering (p. 158)
- B.S., Major in Biomedical Physics (p. 159)
- B.S. Phy., Major in Physics (p. 158)

1 PHY 221 Advanced General Physics I:Modeling the Physical World or PHY 201 General Physics for the Life Sciences can be substituted for the PHY 213 requirement.
2 PHY 222 Advanced General Physics II:Modeling the Physical World or PHY 202 General Physics for the Life Sciences II can be substituted for the PHY 214 requirement.
3 PHY 223 Project Physics Laboratory I may be substituted for the PHY 205 General Physics Laboratory I requirement.
4 PHY 224 Project Physics Laboratory II may be substituted for the PHY 206 General Physics Laboratory II requirement.

Minors in Physics

- Biological Physics (p. 160)
- Physics (p. 161)

Physics - B.S.Phy.

B.S.Phy., Physics requirements: 48 Credits

Code	Title	Credits
Course Requirements		
Students must complete the physics courses listed for the B.S., Major in Physics. In addition, they must complete the following courses:		36
Select six additional credits of Advanced Lecture Elective courses		6
Six credits from the following: [1]		6
MTH 350	Applied Linear Algebra and Differential Equations	
MTH 429	Advanced Linear Algebra	
MTH 443	Numerical Analysis	
MTH 445	Advanced Differential Equations	
MTH 459	Topology	
MTH 473	Complex Analysis	
MTH 481	Modern Algebra I	
Total Credits		**48**

1 Students can satisfy this requirement by instead choosing CHM 203 General Chemistry I/CHM 204 General Chemistry I Laboratory and CHM 205 General Chemistry II/CHM 206 General Chemistry II Laboratory.

Additional coursework in mathematics, computer science, chemistry, or other sciences is recommended. Courses selected will depend on specific career goals.

B.S., Applied Physics and Pre-Engineering

Applied Physics and Pre-Engineering

Code	Title	Credits
Physics Requisite Courses		
MTH 245	Calculus I	4
MTH 246	Calculus II [1]	4
MTH 347	Calculus III [2]	3

Applied Physics and Pre-Engineering Requirements: (36 Credits)

Code	Title	Credits
Course Requirements		
PHY 213	General Physics for the Physical Sciences I [3]	3
PHY 214	General Physics for the Physical Sciences II [4]	3
PHY 223	Project Physics Laboratory I [5]	1
PHY 224	Project Physics Laboratory II [6]	1
PHY 250	Three Dimensional Design	2
PHY 301	Modern Physics	3
PHY 303	Electronics Laboratory	1
PHY 397	Research Methods	2
PHY 471	Classical Mechanics	3
PHY 491	Physics Seminar	1
PHY 497	Directed Independent Research	1

PHY 499	Research Capstone	1
MTH 350	Applied Linear Algebra and Differential Equations	3
Select one of the following courses:		3
CSC 221	Introduction to Programming	
PHY 553	Computational Physics	
Select eight credits from the following courses:		8
CSC 222	Object-Oriented Programming	
CSC 321	Data Structures	
CSC 414	Computer Organization	
CSC 421	Algorithm Design and Analysis	
CSC 533	Programming Languages	
CSC 548	Software Engineering	
CSC 590	Special Topics	
MTH 360	Elementary Probability and Statistics	
MTH 362	Statistical Modeling	
MTH 429	Advanced Linear Algebra	
MTH 443	Numerical Analysis	
MTH 445	Advanced Differential Equations	
MTH 446	Partial Differential Equations	
MTH 451	Differential Geometry	
MTH 455	Chaotic Dynamical Systems	
MTH 471	Mathematical Analysis	
MTH 563	Mathematical Statistics III	
MTH 573	Probabilistic Models	
MTH 575	Introductory Stochastic Processes	
PHY 481	Electricity and Magnetism	
PHY 531	Quantum Mechanics	
PHY 541	Thermodynamics And Statistical Mechanics	
PHY 551	Mathematical Physics	
PHY 561	Nuclear Physics	
PHY 571	Condensed Matter Physics	
PHY 587	Laser Physics	
PHY 591	Seminar in Engineering	
Total Credits		**36**

1. MTH 249 Modeling the Physical World I may be substituted for MTH 246.
2. MTH 349 Modeling the Physical World II may be substituted for MTH 347.
3. PHY 201 General Physics for the Life Sciences or PHY 221 Advanced General Physics I:Modeling the Physical World may be substituted for PHY 213.
4. PHY 202 General Physics for the Life Sciences II or PHY 222 Advanced General Physics II:Modeling the Physical World may be substituted for PHY 214.
5. PHY 205 General Physics Laboratory I may be substituted for the PHY 223 Project Physics Laboratory I requirement.
6. PHY 206 General Physics Laboratory II may be substituted for the PHY 224 Project Physics Laboratory II requirement.

Biomedical Physics

Requisite Courses

Code	Title	Credits
BIO 201 & BIO 205	General Biology: Organismal and Population and General Biology: Organismal and Population Laboratory	4
BIO 202 & BIO 206	General Biology: Cellular and Molecular and General Biology: Cellular and Molecular Laboratory	4
CHM 203 & CHM 204	General Chemistry I and General Chemistry I Laboratory	4
CHM 205	General Chemistry II	3
or CHM 285	Advanced General Chemistry II	
CHM 206	General Chemistry II Laboratory	1
or CHM 286	Chemical and Statistical Analysis Laboratory	
MTH 245	Calculus I	4
MTH 246	Calculus II [1]	4

Biomedical Physics degree requirements (38 credits)

Code	Title	Credits
Biomedical Physics Core		
PHY 213	General Physics for the Physical Sciences I [2]	3
PHY 205	General Physics Laboratory I [3]	1
PHY 214	General Physics for the Physical Sciences II [4]	3
PHY 206	General Physics Laboratory II [5]	1
PHY 301	Modern Physics	3
PHY 397	Research Methods	2
PHY 491	Physics Seminar	1
PHY 497	Directed Independent Research	1-3
PHY 499	Research Capstone	1
Biophysics Lecture Elective		**3**
Choose one from the following:		
PHY 351	Physics in Medicine	
PHY 353	Introduction to Biological Physics	
An additional 19 hours of upper division coursework from BIO (3 credit hours minimum, 300-level and above), CHM, PHY (6 credit hours minimum, 400-level or above), and MTH. This can be satisfied by completing one of the specializations below. [6]		19
Total Credits		**38-40**

1. MTH 249 Modeling the Physical World I may be substituted for MTH 246.
2. PHY 201 General Physics for the Life Sciences or PHY 221 Advanced General Physics I:Modeling the Physical World may be substituted for PHY 213 General Physics for the Physical Sciences I.
3. PHY 223 Project Physics Laboratory I may be substituted for the PHY 205 General Physics Laboratory I requirement.
4. PHY 202 General Physics for the Life Sciences II or PHY 222 Advanced General Physics II:Modeling the Physical World may be substituted for PHY 214 General Physics for the Physical Sciences II.
5. PHY 224 Project Physics Laboratory II may be substituted for the PHY 206 General Physics Laboratory II requirement.
6. PHY 493 Directed Independent Readings, PHY 495 Directed Independent Study, or PHY 497 Directed Independent Research cannot

be used to fulfill the 6 credit hours of upper division physics courses requirement.

Pre-Biomedical Engineering Specialization

Code	Title	Credits
CHM 321	Organic Chemistry I	3
CHM 322	Organic Chemistry I Laboratory	1
BIO 362	Cell Structure and Function	3
MTH 350	Applied Linear Algebra and Differential Equations	3
PHY 471	Classical Mechanics	3
PHY 553	Computational Physics	3
PHY Elective	Any additional PHY courses numbered 400 or above.	3
Total Credits		**19**

Pre-Medical Physics Specialization

Code	Title	Credits
BIO 449	Physiology	3
BIO 433	Vertebrate Comparative Anatomy	4
MTH 347	Calculus III	3
PHY 471	Classical Mechanics	3
PHY 531	Quantum Mechanics	3
PHY 561	Nuclear Physics	3
Total Credits		**19**

Pre-Biophysics Specialization

Code	Title	Credits
CHM 321	Organic Chemistry I	3
CHM 322	Organic Chemistry I Laboratory	1
CHM 323	Organic Chemistry II	3
CHM 324	Organic Chemistry II Laboratory	1
CHM 371	Biochemistry of Metabolism	3
BIO 362	Cell Structure and Function	3
PHY 553	Computational Physics	3
PHY 541	Thermodynamics And Statistical Mechanics	3
Total Credits		**20**

Physics - B.S.

Requisite Courses

Code	Title	Credits
MTH 245	Calculus I	
MTH 246	Calculus II [1]	
MTH 347	Calculus III [2]	

Additional coursework in Physics, Mathematics, Computer Science, Biology is recommended. Choices will depend on the specific career plans and interests of the students.

B.S., Physics requirements: 36 Credits

Code	Title	Credits
Course Requirements		
PHY 213	General Physics for the Physical Sciences I [3]	3
PHY 223	Project Physics Laboratory I [4]	1
PHY 214	General Physics for the Physical Sciences II [5]	3
PHY 224	Project Physics Laboratory II [6]	1
PHY 301	Modern Physics	3
PHY 303	Electronics Laboratory	1
PHY 397	Research Methods	2
PHY 471	Classical Mechanics	3
PHY 481	Electricity and Magnetism	3
PHY 491	Physics Seminar	1
PHY 497	Directed Independent Research [7]	1
PHY 499	Research Capstone	1
PHY 511	Physical Optics	3
PHY 512	Optics Laboratory	1
PHY 531	Quantum Mechanics	3
PHY 541	Thermodynamics And Statistical Mechanics	3
Advanced Lecture Elective		
Select three credits from the following:		3
PHY 351	Physics in Medicine	
PHY 353	Introduction to Biological Physics	
PHY 551	Mathematical Physics	
PHY 553	Computational Physics	
PHY 559	Gravitation and Cosmology	
PHY 561	Nuclear Physics	
PHY 571	Condensed Matter Physics	
PHY 587	Laser Physics	
PHY 595	Special Topics	
Total Credits		**36**

1 MTH 249 Modeling the Physical World I may be substituted for MTH 246 Calculus II

2 MTH 349 Modeling the Physical World II may be substituted for MTH 347 Calculus III

3 PHY 221 Advanced General Physics I:Modeling the Physical World or PHY 201 General Physics for the Life Sciences may be substituted for PHY 213 General Physics for the Physical Sciences I

4 PHY 205 General Physics Laboratory I may be substituted for the PHY 223 Project Physics Laboratory I requirement.

5 PHY 222 Advanced General Physics II:Modeling the Physical World or PHY 202 General Physics for the Life Sciences II may be substituted for PHY 214 General Physics for the Physical Sciences II

6 PHY 206 General Physics Laboratory II may be substituted for the PHY 224 Project Physics Laboratory II requirement.

7 No more than 1 credit of PHY 497 Directed Independent Research may be counted toward this requirement

Biological Physics Minor

The Biological Physics minor provides an opportunity to apply the concepts and methods of the physicist to advance our understanding of the life sciences. Students pursuing careers in medicine or the life sciences can use this minor to improve their preparation for the interdisciplinary nature of modern science.

Minor in Biological Physics Requirements: 18 Credits *

Code	Title	Credits
BIO 202 & BIO 206	General Biology: Cellular and Molecular and General Biology: Cellular and Molecular Laboratory	4

PHY 201	General Physics for the Life Sciences [1]	3
PHY 202	General Physics for the Life Sciences II [2]	3
PHY 205	General Physics Laboratory I	1
PHY 206	General Physics Laboratory II	1
PHY 301	Modern Physics	3
Select one of the following:		3
PHY 351	Physics in Medicine	
PHY 353	Introduction to Biological Physics	
Total Credits		**18**

1 PHY 221 Advanced General Physics I:Modeling the Physical World or PHY 213 General Physics for the Physical Sciences I may be substituted for the PHY 201 General Physics for the Life Sciences requirement.

2 PHY 222 Advanced General Physics II:Modeling the Physical World or PHY 214 General Physics for the Physical Sciences II may be substituted for the PHY 202 General Physics for the Life Sciences II requirement.

* Kingfisher concentration requirements are 9 credits total consisting of PHY 201, PHY 202, and either PHY 351 or PHY 353.

Physics Minor

The Physics minor offers students the opportunity to obtain a thorough introduction to the theoretical and experimental methods extensively used by physical scientists and engineers. In addition to exploring the historical and philosophical development of physics from the Greeks to the modern era, the Physics minor emphasizes the development of practical quantitative problem-solving skills which are valuable for all students regardless of major.

Minor in Physics Requirements: 18 Credits *

Code	Title	Credits
PHY 213	General Physics for the Physical Sciences I [1]	3
PHY 205	General Physics Laboratory I [2]	1
PHY 214	General Physics for the Physical Sciences II [3]	3
PHY 206	General Physics Laboratory II [4]	1
PHY 301	Modern Physics	3
Seven credits from the following:		7
PHY 250	Three Dimensional Design	
PHY 303	Electronics Laboratory	
PHY 397	Research Methods	
PHY 471	Classical Mechanics	
PHY 481	Electricity and Magnetism	
PHY 491	Physics Seminar	
PHY 493	Directed Independent Readings [5]	
PHY 495	Directed Independent Study [5]	
PHY 497	Directed Independent Research [5]	
PHY 531	Quantum Mechanics	
PHY 541	Thermodynamics And Statistical Mechanics	
PHY 551	Mathematical Physics	
PHY 553	Computational Physics	
PHY 559	Gravitation and Cosmology	
PHY 561	Nuclear Physics	
PHY 587	Laser Physics	
PHY 595	Special Topics	
Total Credits		**18**

1 PHY 221 Advanced General Physics I:Modeling the Physical World or PHY 201 General Physics for the Life Sciences may be substituted for PHY 213 General Physics for the Physical Sciences I

2 PHY 223 Project Physics Laboratory I may be substituted for the PHY 205 General Physics Laboratory I requirement.

3 PHY 222 Advanced General Physics II:Modeling the Physical World or PHY 202 General Physics for the Life Sciences II may be substituted for PHY 214 General Physics for the Physical Sciences II

4 PHY 224 Project Physics Laboratory II may be substituted for the PHY 206 General Physics Laboratory II requirement.

5 Only a total of two credits from PHY 493 Directed Independent Readings, PHY 495 Directed Independent Study and PHY 497 Directed Independent Research may be applied toward this minor.

* Kingfisher concentration requirements are 9 credits total consisting of PHY 213 (or PHY 201 or PHY 221), PHY 214 (or PHY 202 or 222), and PHY 301.

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 (p. 159)
2. Plan of Study below during the final semesters of the B.S. degree
3. Remaining M.S., Medical Physics requirements (http://catalog.creighton.edu/graduate/graduate-programs-courses/physics/medical-physics-ms/)

Course	Title	Credits
Senior		
Fall		
PHY 531	Quantum Mechanics	3
Or any PHY 500 level course offered in Fall semester		
	Term Credits	**3**
Spring		
PHY 553	Computational Physics	3
PHY 792	Medical Physics Seminar	0.5
	Term Credits	**3.5**
	Total Credits	**6.5**

Political Science and International Relations

Chair: Erika Moreno, Ph.D.
Department Office: Eppley Building, Room 326

Political Science and International Relations examine how humans organize their societies and make collective choices. They focus on the behavior of individuals (both ordinary people and leaders) and groups, and on the institutions that humans use to make and implement public policy decisions. International Relations focuses in particular on the interactions among states and on international governance. Both examine not just "governments," but the whole process of governing.

Majors in Political Science and International Relations

- BA, Major in Political Science: Political Science Track (p. 164)
- BA, Major in Political Science: Public Policy Track (p. 165)
- BA, Major in Political Science: Legal Studies Track (p. 162)
- BA, Major in Political Science: Research Design and Analysis Track (p. 165)
- BA, Major in International Relations (p. 162)

Minors in Political Science and International Relations

- International Relations (p. 166)
- Legal Studies (p. 166)
- Political Science (p. 166)
- Public Policy (p. 166)

Students who think they may teach Social Science in secondary schools must consult with the Education Department, with the Political Science Department, and with the appropriate agency in the state in which they intend to teach.

International Relations - B.A.

BacheLor of Arts, International Relations: (37 Credits)

Specific Requirement for Admission to the International Relations Major

The following are prerequisites for other political science courses for a department major.

Code	Title	Credits
ECO 203	Introductory Microeconomics	3
ECO 205	Introductory Macroeconomics	3

Major in International Relations Requirements: 37 Credits

Code	Title	Credits
Required courses:		
PLS 105	Introduction to World Politics	3
PLS 121	American Government And Politics	3
PLS 215	Political Science Research Methods 1	3
PLS 310	Political Science Research Methods 2	4
PLS 340	International Politics	3
PLS 591	Senior Research Seminar In Political Science [2]	3
Upper Division Directed Electives (Select nine credits from the following):		**9**
PLS 345	International Political Economy	
PLS 347	International Regimes	
PLS 402	Theories of Comparative Politics	
PLS 435	Global Poverty and Development	
PLS 472	International Conflict	
Upper-level Electives (Select nine credits from the following):		**9**
PLS 301	European Political Systems	
PLS 302	British Government and Politics	
PLS 303	Politics of Russia	
PLS 312	Canadian Government and Politics	
PLS 313	Politics of the Middle East	
PLS 314	The Politics of Japan	
PLS 315	Politics of Asia	
PLS 316	Government and Politics of People's Republic of China	
PLS 317	Latin American Government And Politics	
PLS 318	InterAmerican Politics	
PLS 319	Politics Of The Developing Areas	
PLS 329	Gender and Politics	
PLS 345	International Political Economy	
PLS 347	International Regimes	
PLS 401	The European Union	
PLS 405	Ethnicity, Nationalism and Democracy	
PLS 407	Revolutions and Revolutionary Movements	
PLS 408	The New Institutionalism	
PLS 409	International Law	
PLS 410	Seminar On Comparative Politics	
PLS 435	Global Poverty and Development	
PLS 440	Seminar on International Relations	
PLS 472	International Conflict	
PLS 481	Poverty, Development and Public Policy	
Total Credits		**37**

[1] Students beginning this major in their Sophomore year should substitute an upper-level political science course for this requirement.
[2] This course is offered only in the fall semester, and **may not** be taken on an independent study or transfer basis.

Political Science: Legal Studies Track

Specific Requirements for Admission to the Political Science Major

- The following are prerequisites for other political science courses for a department major.

Code	Title	Credits
PLS 121	American Government And Politics	
PLS 215	Political Science Research Methods 1	

B.A., Political Science: Legal Studies track requirements: 40 Credits

Code	Title	Credits
Required PLS Major Courses		
PLS 105	Introduction to World Politics	3
PLS 121	American Government And Politics	3
PLS 215	Political Science Research Methods 1	3
PLS 310	Political Science Research Methods 2	4
PLS 591	Senior Research Seminar In Political Science [1]	3
Legal Studies Track Courses		
PLS 320	Law, Courts, and Politics	3
PLS 337	Constitutional Law	3
PLS 390	Philosophy of Law	3
Students will select 6 credits from the following:		**6**
Select six credits in either American Government/Politics or Public Policy/Law subfield.		
American Government and Politics		
PLS 321	American Tribal Indian Government and Politics	
PLS 322	American Presidency	
PLS 323	Campaigns and Elections	
PLS 324	Congress And The Legislative Process	
PLS 325	State and Local Government	
PLS 326	Urban Politics	
PLS 328	Mass Media In American Politics	
PLS 329	Gender and Politics	
PLS 420	Seminar On American Government And Politics	
PLS 421	Public Opinion, Political Behavior And Survey Research	
PLS 482	Race In America: Idea And Reality	
PLS 592	Advanced Research Practicum	
Public Policy, Theory, and Law		
PLS 231	Introduction to Public Policy	
PLS 331	Public and Non-Profit Administration	
PLS 333	Environmental Politics And Policy	
PLS 334	Public Policy and Healthcare	
PLS 335	Federal Indian Policy and Law	
PLS 338	Rights, Liberties, and Justice	
PLS 339	Public Policy And Poverty In The United States	
PLS 356	Constitutional Issues	
PLS 357	Alternative Political Futures	
PLS 365	Classics of Political Thought	
PLS 409	International Law	
PLS 432	Democratic Theory	
PLS 433	Public Policy Analysis	
PLS 435	Global Poverty and Development	
PLS 436	Politics And Ethics Of Science And Technology	
PLS 459	Marxism	
PLS 592	Advanced Research Practicum	
Legal Studies Electives		**6**
ECO 203	Introductory Microeconomics	
ECO 205	Introductory Macroeconomics	
JRM 529	Law of Mass Communication	
MGT 315	Law for Business Leaders	
MGT 415	Advanced Law for Business Leaders	
PLS 356	Constitutional Issues	
PSY 363	Psychology and the Law	
SOC 201	Introduction to the Criminal Justice System	
SOC 423	Law and Society	
Upper-Divison Electives		**3**
Three credits in either International Relations or Comparative Politics subfield.		
Comparative Politics		
PLS 301	European Political Systems	
PLS 302	British Government and Politics	
PLS 303	Politics of Russia	
PLS 311	Politics of Africa	
PLS 312	Canadian Government and Politics	
PLS 313	Politics of the Middle East	
PLS 314	The Politics of Japan	
PLS 315	Politics of Asia	
PLS 316	Government and Politics of People's Republic of China	
PLS 317	Latin American Government And Politics	
PLS 318	InterAmerican Politics	
PLS 319	Politics Of The Developing Areas	
PLS 401	The European Union	
PLS 402	Theories of Comparative Politics	
PLS 405	Ethnicity, Nationalism and Democracy	
PLS 407	Revolutions and Revolutionary Movements	
PLS 408	The New Institutionalism	
PLS 410	Seminar On Comparative Politics	
PLS 435	Global Poverty and Development	
PLS 592	Advanced Research Practicum	
International Relations		
PLS 329	Gender and Politics	
PLS 340	International Politics	
PLS 341	Issues And Challenges In American Foreign Policy	
PLS 342	Foreign Policy And Diplomacy Of Major Powers	
PLS 343	Bombs and Rockets: National Security Policy	
PLS 345	International Political Economy	
PLS 347	International Regimes	
PLS 409	International Law	
PLS 435	Global Poverty and Development	
PLS 440	Seminar on International Relations	
PLS 592	Advanced Research Practicum	
Total Credits		**40**

[1] This course is offered only in the fall semester, and **may not** be taken on an independent study or transfer basis.

Students in this major are strongly encouraged to take PLS 483 Public Affairs Internship.

Political Science: Political Science Track

Specific Requirements for Admission to the Political Science Major

- PLS 121 American Government And Politics or PLS 215 Political Science Research Methods 1 are normally prerequisites for other political science courses for a department major.

B.A., Political Science: Political Science track requirements: 34 Credits

Code	Title	Credits
Required PLS Major Courses		
PLS 105	Introduction to World Politics	3
PLS 121	American Government And Politics	3
PLS 215	Political Science Research Methods 1	3
PLS 310	Political Science Research Methods 2	4
PLS 591	Senior Research Seminar In Political Science [1]	3
Political Science Subfield Courses		
American Government and Politics		**6**
Select one course on American Institutions:		
PLS 322	American Presidency	
PLS 324	Congress And The Legislative Process	
PLS 325	State and Local Government	
PLS 326	Urban Politics	
Select one course from the following:		
PLS 320	Law, Courts, and Politics	
PLS 323	Campaigns and Elections	
PLS 328	Mass Media In American Politics	
PLS 329	Gender and Politics	
PLS 420	Seminar On American Government And Politics	
PLS 421	Public Opinion, Political Behavior And Survey Research	
PLS 592	Advanced Research Practicum	
Comparative Politics		**3**
Select one course from the following:		
PLS 301	European Political Systems	
PLS 302	British Government and Politics	
PLS 303	Politics of Russia	
PLS 311	Politics of Africa	
PLS 312	Canadian Government and Politics	
PLS 313	Politics of the Middle East	
PLS 314	The Politics of Japan	
PLS 315	Politics of Asia	
PLS 316	Government and Politics of People's Republic of China	
PLS 317	Latin American Government And Politics	
PLS 318	InterAmerican Politics	
PLS 319	Politics Of The Developing Areas	
PLS 401	The European Union	
PLS 405	Ethnicity, Nationalism and Democracy	
PLS 407	Revolutions and Revolutionary Movements	
PLS 408	The New Institutionalism	
PLS 410	Seminar On Comparative Politics	
PLS 435	Global Poverty and Development	
PLS 592	Advanced Research Practicum	
International Relations		**3**
Select one course from the following:		
PLS 329	Gender and Politics	
PLS 340	International Politics	
PLS 341	Issues And Challenges In American Foreign Policy	
PLS 342	Foreign Policy And Diplomacy Of Major Powers	
PLS 343	Bombs and Rockets: National Security Policy	
PLS 345	International Political Economy	
PLS 347	International Regimes	
PLS 409	International Law	
PLS 435	Global Poverty and Development	
PLS 440	Seminar on International Relations	
PLS 472	International Conflict	
PLS 592	Advanced Research Practicum	
Public Policy, Theory, and Law		**3**
Select one course from the following:		
PLS 231	Introduction to Public Policy	
PLS 331	Public and Non-Profit Administration	
PLS 333	Environmental Politics And Policy	
PLS 334	Public Policy and Healthcare	
PLS 335	Federal Indian Policy and Law	
PLS 337	Constitutional Law	
PLS 338	Rights, Liberties, and Justice	
PLS 339	Public Policy And Poverty In The United States	
PLS 356	Constitutional Issues	
PLS 357	Alternative Political Futures	
PLS 365	Classics of Political Thought	
PLS 390	Philosophy of Law	
PLS 408	The New Institutionalism	
PLS 432	Democratic Theory	
PLS 433	Public Policy Analysis	
PLS 435	Global Poverty and Development	
PLS 436	Politics And Ethics Of Science And Technology	
PLS 459	Marxism	
PLS 461	Contemporary Political Theory	
PLS 463	Game Theory And Social Choice	
PLS 592	Advanced Research Practicum	
Electives		**6**
Select 6 additional credits in Political Science at or above the 200 level.		
Total Credits		**37**

[1] This course is offered only in the fall semester, and **may not** be taken on an independent study or transfer basis.

Political Science: Public Policy Track

Specific Requirements for Admission to the Political Science Major

- PLS 121 American Government And Politics or PLS 215 Political Science Research Methods 1 are normally prerequisites for other political science courses for a department major.

B.A., Political Science: Public Policy track requirements: 40 Credits

Code	Title	Credits
Requisite Courses		
ECO 203	Introductory Microeconomics	3
ECO 205	Introductory Macroeconomics	3
Required PLS Major Courses		
PLS 121	American Government And Politics	3
PLS 215	Political Science Research Methods 1	3
PLS 310	Political Science Research Methods 2	4
PLS 591	Senior Research Seminar In Political Science [1]	3
Public Policy Track Courses		
PLS 231	Introduction to Public Policy	3
PLS 331	Public and Non-Profit Administration	3
PLS 433	Public Policy Analysis	3
Upper-Division Public Policy Electives		**6**
Select six credits from Public Policy electives:		
PLS 333	Environmental Politics And Policy	
PLS 334	Public Policy and Healthcare	
PLS 335	Federal Indian Policy and Law	
PLS 336	Policy Evaluation	
PLS 337	Constitutional Law	
PLS 338	Rights, Liberties, and Justice	
PLS 435	Global Poverty and Development	
PLS 436	Politics And Ethics Of Science And Technology	
PLS 481	Poverty, Development and Public Policy	
PLS 592	Advanced Research Practicum	
Upper-Division American Institutions Electives		**3**
Select three credits from American Institutions:		
PLS 320	Law, Courts, and Politics	
PLS 322	American Presidency	
PLS 324	Congress And The Legislative Process	
PLS 325	State and Local Government	
PLS 326	Urban Politics	
PLS 592	Advanced Research Practicum	
Upper-Division Comparative Politics Electives		**3**
Select three credits in comparative politics at the 300 or 400 level.		
PLS 301	European Political Systems	
PLS 302	British Government and Politics	
PLS 303	Politics of Russia	
PLS 311	Politics of Africa	
PLS 312	Canadian Government and Politics	
PLS 313	Politics of the Middle East	
PLS 314	The Politics of Japan	
PLS 315	Politics of Asia	
PLS 316	Government and Politics of People's Republic of China	
PLS 317	Latin American Government And Politics	
PLS 318	InterAmerican Politics	
PLS 319	Politics Of The Developing Areas	
PLS 401	The European Union	
PLS 402	Theories of Comparative Politics	
PLS 405	Ethnicity, Nationalism and Democracy	
PLS 407	Revolutions and Revolutionary Movements	
PLS 408	The New Institutionalism	
PLS 410	Seminar On Comparative Politics	
PLS 435	Global Poverty and Development	
PLS 592	Advanced Research Practicum	
Upper-Division International Relations Electives		**3**
Select three credits in international relations at the 300 or 400 level.		
PLS 329	Gender and Politics	
PLS 340	International Politics	
PLS 341	Issues And Challenges In American Foreign Policy	
PLS 342	Foreign Policy And Diplomacy Of Major Powers	
PLS 343	Bombs and Rockets: National Security Policy	
PLS 345	International Political Economy	
PLS 347	International Regimes	
PLS 409	International Law	
PLS 435	Global Poverty and Development	
PLS 440	Seminar on International Relations	
PLS 592	Advanced Research Practicum	
Total Credits		**43**

[1] This course is offered only in the fall semester, and **may not** be taken on an independent study or transfer basis.

Students in this major are strongly encouraged to take PLS 483 Public Affairs Internship.

Political Science: Research Design and Analysis Track

Specific Requirements for Admission to the Political Science Major

- PLS 121 American Government And Politics or PLS 215 Political Science Research Methods 1 are normally prerequisites for other political science courses for a department major.

B.A., Political Science: Research Design and Analysis track requirements: 40 Credits

- *The track in Research Design and Analysis (RDA) is designed to prepare students to meet the burgeoning demand for hard analytical skills in business, government, and the non-profit sector.*

Code	Title	Credits
Required PLS Major Courses		
PLS 121	American Government And Politics	3
PLS 215	Political Science Research Methods 1	3
PLS 310	Political Science Research Methods 2	4

PLS 591	Senior Research Seminar In Political Science [1]	3
Research Design and Analysis Track Courses		
PLS 530	Advanced Statistics for Political Science	3
Select 12 credits from the following:		12
PLS 408	The New Institutionalism	
PLS 463	Game Theory And Social Choice	
PLS 592	Advanced Research Practicum	
SOC 470	Making Maps that Matter: Introduction to Geographic Information Systems	
Political Science Electives		**12**
Select 12 credits in Political Science at the 200 level or above.		
Total Credits		**40**

[1] This course is offered only in the fall semester, and **may not** be taken on an independent study or transfer basis.

Students in this major are strongly encouraged to take PLS 483 Public Affairs Internship.

International Relations Minor

International Relations examines global governance. Among the core issues are international conflict, inter-state cooperation, growing global integration, the role of international institutions and global nonprofit organizations, and the development and extension of international law. This minor is recommended for those seeking employment in the US State Department, Department of Defense, The United Nations, international business, and global non-profits.

Minor in International Relations Requirements: 18 credits *

Code	Title	Credits
PLS 340	International Politics	3
Select fifteen credits from the following:		15
PLS 341	Issues And Challenges In American Foreign Policy	
PLS 342	Foreign Policy And Diplomacy Of Major Powers	
PLS 343	Bombs and Rockets: National Security Policy	
PLS 345	International Political Economy	
PLS 347	International Regimes	
PLS 409	International Law	
PLS 435	Global Poverty and Development	
PLS 440	Seminar on International Relations	
PLS 472	International Conflict	
PLS 481	Poverty, Development and Public Policy	
Total Credits		**18**

* Kingfisher concentration requirements are 9 credits total, chosen from the list of courses in the associated minor. Unless otherwise specified.

Legal Studies Minor

The Legal Studies minor explores the role of the law in society. This includes a close look at legal history and philosophy as well as legal institutions at all levels of government. This minor focuses on one of the most important institutions of Western Civilization, and on particular contributions of American institutions, and, as such, its study makes an important contribution to the study of the liberal arts. Moreover, this minor is intended to help students reflect on and prepare for making career choices in fields such as law, court administration, law enforcement, and dispute resolution.

Minor in Legal Studies Requirements: 18 credits *

Code	Title	Credits
PLS 337	Constitutional Law	3
PLS 320	Law, Courts, and Politics	3
PLS 390	Philosophy of Law	3
PLS 409	International Law	3
Select two of the following:		6
CRJ 201	Introduction to the Criminal Justice System	
HIS 354	Constitutional History Of The United States To 1877	
HIS 355	Constitutional History of the United States Since 1877	
JRM 529	Law of Mass Communication	
MGT 315	Law for Business Leaders	
PLS 324	Congress And The Legislative Process	
PLS 439	Dangerous Words: The First Amendment To The Constitution	
PSY 363	Psychology and the Law	
SOC 423	Law and Society	
Total Credits		**18**

* Kingfisher concentration requirements are 9 credits total, chosen from the list of courses in the associated minor. BUS 201 is excluded. Unless otherwise specified.

Political Science Minor

The Political Science minor is designed for students seeking to supplement their primary major with coursework on politics. The minor provides students with an introduction to Political Science methodology, and it provides an overview of community decision-making at the local, national, and international levels. This will be useful to students as they pursue careers in business, journalism, medicine, the law, and other fields.

Minor in Political Science Requirements: 19 credits *

Code	Title	Credits
PLS 121	American Government And Politics	3
PLS 215	Political Science Research Methods 1	3
PLS 310	Political Science Research Methods 2	4
Select three additional courses in Political Science numbered 300 and above.		9
Total Credits		**19**

* Kingfisher concentration requirements are 9 credits total, chosen from the list of courses in the associated minor. Unless otherwise specified.

Public Policy Minor

The Public Policy minor examines how humans organize society and make collective choices. It focuses particularly on political actors and

the institutions that humans use to implement public policy choices. Students with a Public Policy minor examine the policy process, substantive policy areas and the application of policy analysis tools and advocacy strategies in the contemporary political system.

Minor in Public Policy Requirements: 18 credits *

Code	Title	Credits
Policy Process		
Select six credits from the following:		6
PLS 320	Law, Courts, and Politics	
PLS 322	American Presidency	
PLS 324	Congress And The Legislative Process	
PLS 325	State and Local Government	
PLS 326	Urban Politics	
PLS 328	Mass Media In American Politics	
Policy Skills		
Select six credits from the following:		6
PLS 323	Campaigns and Elections	
PLS 331	Public and Non-Profit Administration	
PLS 465	Faith and Political Action	
PLS 433	Public Policy Analysis	
PLS 483	Public Affairs Internship	
Substantive Policy Areas		
Select six credits from the following:		6
PLS 329	Gender and Politics	
PLS 333	Environmental Politics And Policy	
PLS 334	Public Policy and Healthcare	
PLS 335	Federal Indian Policy and Law	
PLS 339	Public Policy And Poverty In The United States	
PLS 341	Issues And Challenges In American Foreign Policy	
PLS 342	Foreign Policy And Diplomacy Of Major Powers	
PLS 372	Equality, Minorities, And Public Policy	
PLS 435	Global Poverty and Development	
PLS 436	Politics And Ethics Of Science And Technology	
PLS 463	Game Theory And Social Choice	
PLS 481	Poverty, Development and Public Policy	
Total Credits		**18**

* Kingfisher concentration requirements are 9 credits total, chosen from the list of courses in the associated minor. Unless otherwise specified.

Psychological Science

Chair: Corey Guenther
Associate Chair: Alicia Earl
Department Office: Hixson-Lied Science Building, Room 302

The Department of Psychological Science designs its courses and programs to provide

1. one facet of the multidisciplinary study of humans,
2. a personal and scientific understanding of behavior and mental processes,
3. preparation for employment in a business, a social agency, or in secondary education, and
4. preparation for continued study in a graduate school of psychology or in one of the professional schools.

Psychology, B.S.

Specific Requirements for Admission to the Psychology Major

Completion of PSY 201 Introductory Psychology with a 2.00 GPA in completed PSY courses, completion of at least 24 hours of undergraduate study, and at least one PSY course in residence at Creighton University.

Psychology Major requirements (38 credits)

Code	Title	Credits
Group A: Introduction and Research Methodologies of Psychology		
Students must complete all courses in Group A.		
PSY 201	Introductory Psychology	3
PSY 313	Research Methods And Statistics I	3
PSY 314	Research Methods and Statistics I - Laboratory	1
PSY 315	Research Methods And Statistics II	3
PSY 316	Research Methods And Statistics II Laboratory	1
Group B: Foundational Domains in Psychology		
Students complete one course from each of the following four domains.		
Domain 1		3
PSY 431	Cognitive Psychology	
or PSY 434	Principles of Behavior	
Domain 2		3
PSY 436	Sensation and Perception	
or PSY 437	Behavioral Neuroscience	
or PSY 441	Cognitive Neuroscience	
Domain 3		3
PSY 341	Infant and Child Development	
or PSY 342	Adolescent And Adult Development	
or PSY 351	Psychopathology	
Domain 4		3
PSY 343	Psychology of Personality	
or PSY 344	Social Psychology	
Domain 5		3
Students select a fifth course from the four domains above.		
Group C: Applications of Psychology		**3**
Students must complete one of the following courses.		
PSY 352	Health Psychology	
PSY 353	Industrial Psychology	
PSY 363	Psychology and the Law	
PSY 369	Organizational Psychology	
PSY 376	School Psychology	
PSY 423	Psychological Assessments	
PSY 463	Forensic Psychology	
PSY 475	Clinical Psychology	
Group D: Diverse Perspectives in Psychology		**3**
Students must complete one of the following courses.		

PSY 326	Undergraduate Internship In Psychology	
PSY 401	The Psychology of Prejudice	
PSY 428	Cross-Cultural Issues in Psychology	
PSY 470	Human Sexuality	
PSY 473	The Psychology of Gender	
PSY Elective Courses [1]		**6**
Students must complete 6 credits (2 courses). [2]		
Total Credits		**38**

[1] NOTE: PSY 271 and PSY 510 will never fulfill any Psychology major requirement.

[2] PSY 495 and/or PSY 497 can only account for 3 credits toward the major. PSY 326 and/or PSY 474 can only account for 4 credits toward the major. NES 466 and BIO 371 also count as electives.

Minor in Behavioral and Cognitive Neuroscience

This program provides a systematic introduction to the neural basis of mental function. It includes research from experimental work done with humans and animals, as well as findings from clinical populations. The goal of the minor is to provide a balanced, synthesized, and integrated view of what we know about the brain and its effects on cognition and behavior.

Minor requirements: 18 credits *

Code	Title	Credits
PSY 201	Introductory Psychology	3
PSY 437	Behavioral Neuroscience	3
Twelve credits from the following:		12
PSY 361	Neuropsychology	
PSY 431	Cognitive Psychology	
PSY 434	Principles of Behavior	
PSY 436	Sensation and Perception	
PSY 441	Cognitive Neuroscience	
PSY 481	Drugs and Behavior	
NES 466	Pharmacology of Drugs and Abuse	
Total Credits		**18**

* Kingfisher Concentration requirements: Choose any 9 credits from list above.

Science and Medicine in Society

Program Director: Dr. Andrew Hogan, Department of History
Contact: AndrewHogan@creighton.edu

The Science and Medicine in Society minor provides students with historical, sociological, and anthropological perspectives on science and medicine. Students will demonstrate an understanding of science and medicine as social and political enterprises, which change over time not simply due to new discoveries and insights, but more fundamentally because of evolving conceptions of what constitutes reliable knowledge about human health and the natural world. Students will learn the necessary analytic skills to make critical assessments about the social production of knowledge. Students will acquire the tools needed to construct compelling arguments about the role, place, and impact of science and medicine in society.

Science and Medicine in Society Minor requirements (18 credits)

Code	Title	Credits
Disciplinary background (2 courses)		
Choose one course from:		3
HIS 176	Controversies in Science and Medicine (1900-1990)	
HIS 273	Global Perspectives in History: History of Science and Medicine	
HIS 277	Medicine in Africa and the African Diaspora	
Choose an additional course from the following:		3
ANT 112	Introduction to Anthropology: Culture, Ecology and Sustainability	
ANT 113	Introduction to Anthropology: Social and Cultural Determinants of Health	
HIS 176	Controversies in Science and Medicine (1900-1990)	
HIS 273	Global Perspectives in History: History of Science and Medicine	
HIS 277	Medicine in Africa and the African Diaspora	
HIS 285	The Stuff of History: Materials That Have Shaped Our World	
PHL 112	Philosophical Ideas:Foundations of the Sciences	
SOC 101	Introduction to Sociology: Self and Society	
Upper-level, critical analysis (4 courses)		
Required of all students:		
HIS 477	Science and Medicine in Social Context	3
Choose at least two courses from the following:		6
HIS 307	Introduction to American Studies	
HIS 317	Mapping History: Cartography from the Early Modern to Digital Age	
HIS 345	History and the Holocaust	
HIS 374	The Politics of Heredity: Eugenics in America	
HIS 398	History of Sexuality	
HIS 402	Intersections: History of Disability	
HIS 411	The Renaissance	
HIS 420	Selected Topics In Ancient History	
HIS 435	Digital Cultures	
HIS 488	Global Environmental History	
An additional course chosen from the list above or from the following:		3
ANT 211	Medical Anthropology	
ANT 340	Native American Cultures and Health	
ANT 383	Cultural Epidemiology: Global Perspectives	
COM 390	Health Communication	
HRS 314	Sources and Methods: This View of Life - Evolutionary Biology	
HRS 320	Sources and Methods: Cosmology and our Evolving Understanding of the Universe	
HRS 324	Sources and Methods: Classics of Social Theory: Positivism and its Discontents	
PHL 354	Environmental Ethics	
PHL 457	Biomedical Ethics: Philosophical and Theological Approaches	

SOC 418	Healthcare, Society and Culture	
Total Credits		**18**

Sustainability

Director: Jay Leighter, Ph.D.

The Sustainability Program draws from internationally established definitions of sustainability that emphasize meeting the resource needs of the current generation without preventing the capacity of future generations to meet their own resource needs. Doing so requires complex problem solving and an inherently interdisciplinary perspective emphasizing the balancing of environmental, humanistic, sociocultural, and economic demands. The program is responsive to environmental degradation and global urbanization, particularly, but emphasizes the value of a sustainability education in public policy, community development and social justice. The Bachelor of Arts degree with a major in Sustainability is intended for students interested in pursuing careers that improve conditions for sustainability in communities, government, non-profits, civic organizations, business or law.

The Sustainability Studies program received a Creighton Global Initiative award for 2016 fostering a collaboration with Environmental Science and Energy Technology in order to enhance international study opportunities for students. Students are strongly encouraged to pursue study abroad opportunities as part of completion of the program.

B.A., Major in Sustainability requirements (44 credits)

Code	Title	Credits
Required Courses		
BIO 201	General Biology: Organismal and Population	3
CHM 105	Introductory Chemistry	3
or CHM 203	General Chemistry I	
ECO 203	Introductory Microeconomics	3
EVS 123	Science for a Changing Planet: An Introduction to Earth Systems	3
EVS 124	Earth System Science Laboratory	1
EVS 201	Introduction to Environmental Science	3
SUS 400	Sustainable Practice: The Examined Life	3
EVS 491	Senior Seminar	2
Interdisciplinary Electives		
Select one course from each of the following sets:		
Philosophy		3
PHL 275	Philosophical Ethics: Energy and Environment	
PHL 354	Environmental Ethics	
Theology		3
THL 301	Divine Providence, Catholic Social Teaching, & the Problem of Climate Change	
THL 541	God is Green	
Anthropology, Sociology, Political Science		3
PLS 333	Environmental Politics And Policy	
SOC 420	Environment & Society: Sociological Perspectives	
ANT/SOC 424	Sustainability Across the Rural Americas	
Communication Studies		3
COM 442	Cultural Communication	
COM 459	Environmental Communication	
COM 476	National Parks-Created through Communication	
Business		3
ENT 551	Sustainable Enterprise and Social Entrepreneurship	
ENT 555	Renewable Energy Strategy	
Additional Electives		
Select 9 credits of additional electives:		9
ANT 112	Introduction to Anthropology: Culture, Ecology and Sustainability	
ARH 170	Cities and People: Urban History and Social Justice	
ARH 440	Climate Change and the City	
CHM 515	Green and Sustainable Chemistry Laboratory	
COM 459	Environmental Communication	
COM 476	National Parks-Created through Communication	
COM 495	Special Topics In Communication Studies (Sustainability Internship)	
ECO 205	Introductory Macroeconomics	
ENG 315	Technical And Professional Writing	
EVS 533	Physical Climatology and Climate Change	
HIS 179	A History of (Un)natural Disasters	
HIS 483	History of Environmental Inequalities	
HIS 488	Global Environmental History	
PHL 275	Philosophical Ethics: Energy and Environment	
PHL 354	Environmental Ethics	
PHL 415	Thoreau and Environmentalism	
PLS 333	Environmental Politics And Policy	
SOC 420	Environment & Society: Sociological Perspectives	
SOC/ANT 424	Sustainability Across the Rural Americas	
THL 175	The Human Induced Climate Crisis:Origins and Solutions	
THL/JPS 274	Theological Ethics: Social Action and Political Advocacy	
THL 301	Divine Providence, Catholic Social Teaching, & the Problem of Climate Change	
THL 541	God is Green	
Total Credits		**45**

Minor in Sustainability Studies

- Sustainability (p. 169)

Sustainability Minor

Sustainability Minor Requirements: 18 credits

Code	Title	Credits
Required Course		
SUS 400	Sustainable Practice: The Examined Life	3
Interdisciplinary Electives		
Select 15 credits from the following:		15
ANT 112	Introduction to Anthropology: Culture, Ecology and Sustainability	

ARH 440	Climate Change and the City
COM 441	Dialogue and Deliberation
COM 459	Environmental Communication
COM 476	National Parks-Created through Communication
HIS 179	A History of (Un)natural Disasters
HIS 483	History of Environmental Inequalities
HIS 488	Global Environmental History
PHL 275	Philosophical Ethics: Energy and Environment
PHL 354	Environmental Ethics
PHL 415	Thoreau and Environmentalism
PLS 333	Environmental Politics And Policy
SOC 420	Environment & Society: Sociological Perspectives
SOC 424	Sustainability Across the Rural Americas
SOC 470	Making Maps that Matter: Introduction to Geographic Information Systems
THL 301	Divine Providence, Catholic Social Teaching, & the Problem of Climate Change
THL 541	God is Green
Total Credits	**18**

Theology

Chair: H. Ashley Hall, Ph.D.
Department Office: Dowling Humanities Building, Room 140

The Theology Department is dedicated to the classical understanding of theology as "faith seeking understanding." Faculty in this department represent a spectrum of theological interests including Old and New Testament studies, patristic and historical theology, moral theology, liturgical theology, and systematic theology. Members of the theology department also have expertise in several of the world's religious traditions. The department attracts students with diverse career goals ranging from ministry to medicine.

Major in Theology

Specific Requirements for Admission to the Theology Major

Sophomore standing and "C" average in two or more completed theology courses.

- B.A., Major in Theology (p. 170)

Minors in Theology

- Theology (p. 172)
- Applied Ethics (p. 156)

Certificate programs

- Theology for Ministry Certificate (p. 172)

Theology

Theology Major Requirements: 36 Credits

Code	Title	Credits
Course Requirements		
One Christian Tradition Course (Choose one)		3
THL 110	The Christian Tradition, Then and Now	
THL 112	The Christian Tradition:Global Visions	
THL 114	The Christian Tradition: Exploring the Great Questions	
THL 115	The Christian Tradition in Women's Voices	
THL 116	The Christian Tradition: Faith and Witness	
One Biblical Tradition Course (Choose one)		3
THL 215	The Biblical Tradition: Ancestors and Heroes	
THL 216	The Biblical Tradition: The Human Question	
THL 217	The Biblical Tradition: Social Justice in the Old Testament	
THL 230	The Biblical Tradition: Gender, Economy, and Violence	
THL 231	The Biblical Tradition: Perspectives on Suffering and Evil	
THL 235	The Biblical Tradition: Sickness and Healing	
THL 236	The Biblical Tradition: New Testament	
THL 237	The Biblical Tradition: Early Christian Community and Identity	
THL 238	The Biblical Tradition: The Johannine Literature	
THL 239	The Biblical Tradition: The Synoptic Gospels	
THL 240	The Biblical Tradition: Messiah, Prophet, and Rabbi	
THL 241	The Biblical Tradition: The Gospel in Service of Social Justice	
Students who take a specifically HB/OT or specifically NT Biblical Tradition course need to take a course in the other area. This could be done as the SAC1 or as an elective.		
One Magis Theological Ethics Course (Choose one)		3
THL 270	Theological Ethics: Applying Moral Principles	
THL 271	Theological Ethics: Applying Moral Principles in the Marketplace	
THL 272	Theological Ethics: Sexual and Gender Issues	
THL 273	Theological Ethics: Moral Perception and Moral Blindness	
THL 274	Theological Ethics: Social Action and Political Advocacy	
One Christology Course (Choose one)		3
THL 300	Ultimate Questions: Jesus Christ, Yesterday and Today	
THL 431	Jesus Christ: Liberator	
One Church History Course		3
THL 390	History of the Christian Church	
One Designated Ethics in Theology Course (Choose one)		3
THL 457	Biomedical Ethics: Philosophical and Theological Approaches	
THL 564	Christian Sexual Ethics	
THL 565	Catholic Social Teaching	
THL 567	Gender, Race and Morality	
One Sources and Applications Course 1 (SAC1) in Biblical Studies (Choose one)		3
THL 501	The Pentateuch	
THL 503	The Prophetic Literature Of The Old Testament	
THL 504	The Wisdom Literature Of The Old Testament	
THL 505	History of Biblical Interpretation	
THL 507	The Gospel of Matthew	

THL 514	Paul: His Life and Letters	
THL 516	Apocalypse Then and Now	
THL 518	Women and the Bible	
THL 523	Israelite Religions	
THL 524	History of Ancient Israel	
THL 529	Translations of the Bible	
THL 594	Special Topics: Sources and Applications 1	
One Sources and Applications Course 2 (SAC2) in Historical Theology, Systematic Theology, or Spirituality (Choose one)		3
THL 530	Contemporary Catholic Theologians	
THL 531	Studies in Early Christianity	
THL 533	Ecclesiology: Contemporary Church Questions	
THL 534	Introduction to Liberation Theology	
THL 535	Doctrinal Development: Christology & Trinitarian Theology	
THL 536	The Mystery of God and the Suffering of Human Beings	
THL 538	Seminar in Christian Anthropology	
THL 540	Ecclesiology: The Documents of Vatican II	
THL 541	God is Green	
THL 544	Christian Celebration: The Liturgical Year	
THL 545	Liturgy and Christian Life	
THL 546	The Theology of the Saints and Martyrs: A Faith to Live and Die For	
THL 552	Studies in Medieval Christianity	
THL 553	Reformation Theology	
THL 561	Finding God In Daily Life: Prayer And Discernment	
THL 568	Women In The Christian Tradition	
THL 573	Religion and Politics	
THL 575	Foundations of Christian Spirituality	
THL 589	The Rwanda Genocide as a Challenge for the Church	
THL 596	Special Topics: Sources and Applications 2	
Three Elective Courses		9
Any THL course that is not fulfilling another requirement for the major OR any course outside THL that is selected in consultation with the student's Theology advisor to complement the student's study of Theology and approved by the Theology Department Chair.		
Elective Requirements: One course must be a THL course; Two of the electives must be at 300-level or higher; Critical Issues in Theology may count as an elective only if taken as a freshman.		
Senior Seminar Course		3
THL 492	Senior Seminar	
Total Credits		**36**

Applied Ethics Minor

An interdisciplinary program of studies designed to provide students with an understanding of applied ethics from two perspectives, philosophy and theology. The minor introduces students to the differences and similarities in philosophical and theological approaches to applied ethics, different theories of ethics in these two disciplines, and how to relate the two. Contact: Julia A. Fleming, Professor of Theology; Anne Ozar, Associate Professor of Philosophy

Minor in Applied Ethics Requirements: 18 Credits *

Code	Title	Credits
Foundational Ethics		
Select one of the following:		3
PHL 270	Philosophical Ethics	
PHL 271	Philosophical Ethics: Cortina Community	
PHL 272	Philosophical Ethics: Poverty	
Theological Ethics		
Select two of the following:		6
THL 457	Biomedical Ethics: Philosophical and Theological Approaches	
THL 463	Social Justice in Selected Global Faith Traditions	
THL 464	Social Justice in Islam and Muslim Experience	
THL 534	Introduction to Liberation Theology	
THL 541	God is Green	
THL 563	Contemporary Moral Problems	
THL 564	Christian Sexual Ethics	
THL 565	Catholic Social Teaching	
THL 567	Gender, Race and Morality	
THL 588	Christian Ethics of War and Peace	
THL 589	The Rwanda Genocide as a Challenge for the Church	
Philosophical Ethics		
Select two of the following:		6
PHL 331	Moral Philosophy	
PHL 348	Philosophy of Feminism	
PHL 354	Environmental Ethics	
PHL 358	Social And Political Philosophy	
PHL 359	History of Ethics	
PHL 368	Moral Psychology	
PHL 404	Bioethics and Society	
PHL 425	Sciences, Ethics & Society	
PHL 437	Literature, Philosophy and Economics: In Search of Economic Justice	
PHL 455	Health Care, Society, And Values	
Additional Ethics Elective		
Select one additional course from the lists above or from the following:		3
BUS 356	Business Ethics	
HAP 416	Healthcare Ethics: Public Health, Administration, and Clinical Care	
JPS 416	Healthcare Ethics: Public Health, Administration, and Clinical Care	
JPS 460	Models and Heroes of Service and Justice	
JPS 588	Christian Ethics Of War And Peace	
SUS 400	Sustainable Practice: The Examined Life	
THL 270	Theological Ethics: Applying Moral Principles	
THL 271	Theological Ethics: Applying Moral Principles in the Marketplace	
THL 272	Theological Ethics: Sexual and Gender Issues	
THL 273	Theological Ethics: Moral Perception and Moral Blindness	

THL 274	Theological Ethics: Social Action and Political Advocacy	
Total Credits		**18**

* Kingfisher concentration requirements are a maximum of 3 credits at the 200-level and a minimum of 6 credits at the 300-level or above for a total of 9 credits, chosen from the list of courses for the Applied Ethics minor.

Theology Minor

The theology minor introduces students to foundational and advanced courses in theology. The minor familiarizes students with the basic principles and methods of theology, and, depending upon their particular interests, enables them to apply those principles and methods to specific topics or areas of study in historical or contemporary theology.

Minor in Theology Requirements: 18 Credits *

Code	Title	Credits
One Christian Tradition Course (Choose one)		**3**
THL 110	The Christian Tradition, Then and Now	
THL 112	The Christian Tradition:Global Visions	
THL 114	The Christian Tradition: Exploring the Great Questions	
THL 115	The Christian Tradition in Women's Voices	
THL 116	The Christian Tradition: Faith and Witness	
One Biblical Tradition Course (Choose one)		3
THL 215	The Biblical Tradition: Ancestors and Heroes	
THL 216	The Biblical Tradition: The Human Question	
THL 217	The Biblical Tradition: Social Justice in the Old Testament	
THL 230	The Biblical Tradition: Gender, Economy, and Violence	
THL 231	The Biblical Tradition: Perspectives on Suffering and Evil	
THL 235	The Biblical Tradition: Sickness and Healing	
THL 236	The Biblical Tradition: New Testament	
THL 237	The Biblical Tradition: Early Christian Community and Identity	
THL 238	The Biblical Tradition: The Johannine Literature	
THL 239	The Biblical Tradition: The Synoptic Gospels	
THL 240	The Biblical Tradition: Messiah, Prophet, and Rabbi	
THL 241	The Biblical Tradition: The Gospel in Service of Social Justice	
One THL course numbered 170 or Higher		3
One THL course numbered 200 or Higher		3
One THL course numbered 300 or Higher		3
One THL course numbered 500 or Higher (or included in the Designated Ethics in Theology, Sources and Applications Course 1, or Sources and Applications Course 2 - see THL Major for course lists)		3
Total Credits		**18**

* Kingfisher concentration requirements for Theology are 1 THL course from one of the four Magis Core categories: Christian Tradition, Biblical Tradition, Critical Issues, or Ethics, 1 THL course from the Magis Core: Ultimate Questions, and 1 THL elective that is either not part of the Magis Core categories or is second course from one of the Magis Core Categories: Christian Tradition, Bibilical Tradition, Critical Issues, Ethics, or Ultimate Questions.

Theology for Ministry Certificate

The intent of this certificate program is to provide a primarily on-line program that will serve specific dioceses interested in developing lay leadership within their communities. Since it is intended as a community program it is not (currently) open to individual students.

Theology for Ministry Certificate requirements: 20 credits

Code	Title	Credits
THL 110	The Christian Tradition, Then and Now	3
THL 236	The Biblical Tradition: New Testament	3
THL 270	Theological Ethics: Applying Moral Principles	3
Choose one course in Old Testament		3
THL 215	The Biblical Tradition: Ancestors and Heroes	
THL 216	The Biblical Tradition: The Human Question	
THL 217	The Biblical Tradition: Social Justice in the Old Testament	
Choose one course in Systematic Theology		3
THL 300	Ultimate Questions: Jesus Christ, Yesterday and Today	
THL 431	Jesus Christ: Liberator	
Choose one course in Liturgy and Sacraments		3
THL 338	Eucharist: Liturgical Theology and Practice	
Total Credits		**18**

Other Academic Programs

In addition to the majors, minors, and certificates described in the College of Arts and Sciences departments, the following programs are also available to Arts and Sciences students:

- Combined Arts & Sciences-Law (3-3) Program (p. 173)
- Certificate in Business Administration for Arts & Sciences Students (p. 172)
- Certificate in Pre-Health Sciences (p. 173)

Certificate in Business Administration (for Arts and Sciences Students)

Certificate in Business Administration

In cooperation with the Heider College of Business, students in the College of Arts and Sciences can earn a Certificate in Business Administration. Students wishing to complete this program must notify the Assistant Dean of Undergraduate Programs in the Heider College of Business no later than the beginning of their Junior year. Students must file an Application for Certification at the time of expected degree conferral.

At least 19 of the 31 credits of courses required to complete this program must be taken in residence at Creighton.[1] In addition, students must

achieve a cumulative GPA of 2.00. Arts and Sciences students are limited to no more than 31 credits of Heider College of Business courses.

Code	Title	Credits
Required Courses		
ACC 201	Introduction to Financial Accounting	3
ACC 202	Introduction to Managerial Accounting	3
BIA 253	Management Information Systems	3
BIA 261	Business Analytics	4
ECO 203	Introductory Microeconomics	3
ECO 205	Introductory Macroeconomics	3
FIN 301	Managerial Finance	3
MKT 319	Principles of Marketing	3
MGT 271	Organizational Behavior	3
MGT 315	Law for Business Leaders	3
Total Credits		**31**

[1] Upon matriculation, a maximum of six credits may be taken as transient study.

Pre-Health Sciences Certificate

In consultation with your advisor, your individualized Pre-Health Sciences Certificate program will include 24 total credit hours from the following courses. To enroll in the courses below, students must adhere to the course prerequisites outlined in the Creighton University Catalog. A minimum of 18 hours must be completed at Creighton University, with a minimum 2.0 GPA. For assistance with the Pre-Health Sciences Certificate, please see the Director of Pre-Health Advising in the Creighton Success Center.

Certificate in Pre-Health Sciences requirements: 24 credits [1]

Code	Title	Credits
Select 24 credits from the following:		24
BIO 201 & BIO 205	General Biology: Organismal and Population and General Biology: Organismal and Population Laboratory	
BIO 202 & BIO 206	General Biology: Cellular and Molecular and General Biology: Cellular and Molecular Laboratory	
BIO 317 & BIO 318	Genetics and Genetics Laboratory	
BIO 362 & BIO 363	Cell Structure and Function and Cell Structure and Function Laboratory	
BIO 449 & BIO 450	Physiology and Physiology Laboratory	
CHM 203 & CHM 204	General Chemistry I and General Chemistry I Laboratory	
CHM 205 & CHM 206	General Chemistry II and General Chemistry II Laboratory	
CHM 321 & CHM 322	Organic Chemistry I and Organic Chemistry I Laboratory	
CHM 323 & CHM 324	Organic Chemistry II and Organic Chemistry II Laboratory	
CHM 371	Biochemistry of Metabolism	
EXS 320	Human Physiology	
EXS 331	Human Anatomy	
or PHA 310	Human Anatomy for Pre-Professionals	
MTH 245	Calculus I	
or MTH 231	Calculus for the Biological Sciences	
PHY 201 & PHY 205	General Physics for the Life Sciences and General Physics Laboratory I	
PHY 202 & PHY 206	General Physics for the Life Sciences II and General Physics Laboratory II	
Total Credits		**24**

The Pre-Health Sciences Certificate will not prepare you for all of the requirements for admission to a professional program. Students should work closely with a pre-health advisor in the Creighton Success Center to ensure that they fulfill all requirements for the professional program they are considering.

[1] A minimum of 18 hours must be completed at Creighton University, with a minimum 2.0 GPA.

Combined Arts & Sciences-Law (3-3) Program

Students in Combined Arts & Sciences-Law (3-3) Program earn both an undergraduate degree and a law degree in six years instead of the normal seven, subject to the following requirements:

Students pursuing the BA/JD or the BS/JD will be considered candidates for the BA or BS degree following the successful completion of the first year in the Creighton University School of Law; i.e., the fourth year of the combined program. Such candidates for the BA or BS must file an application for degree with the Registrar's Office by February 15th of the fourth year for the degree to be conferred in May.

Students must complete 32 credit hours, with at least a "C" average, in the first full year of the Creighton University School of Law, and students must have completed at least 48 undergraduate hours at Creighton University.

3-3 Programs are available in the following CCAS majors: Classical and Near Eastern Studies, Communication Studies, English, History, French and Francophone Studies, German Studies, Spanish and Hispanic Studies, Philosophy, Political Science, Psychology, and Theology. Consult departmental websites for sample programs of study.

Heider College of Business

AACSB Accreditation

The undergraduate program of the Heider College of Business is fully accredited by the Association to Advance Collegiate Schools of Business (AACSB International). This association is recognized by the National Commission on Accrediting as the highest official accrediting agency in collegiate education for business at the undergraduate, masters, and doctoral levels. Membership in the AACSB is open only to schools and colleges whose intellectual climate ensures the offering of programs of high academic quality and whose teaching and administrative staff possess the qualifications, experience, professional interests, and scholarly productivity essential for the successful conduct of a broad

and liberal, rather than unduly specialized, baccalaureate curriculum in business administration.

BSBA Heider Mindset Curriculum

The Heider Mindset Curriculum is a state-of-the-art, yet timeless, plan of study that focuses on development of six mindsets that are essential for the future of business practice: Analytical, Cross-Cultural, Collaborative, Action, Service, and Reflective. As students develop these mindsets, they will acquire the knowledge, skills, and dispositions needed to successfully adapt to an ever-changing business world over a career and lifetime.

Program Learning Goals & Student Learning Outcomes

As guided by our mission and identity statements, the program learning goals (PLGs) and student learning outcomes (SLOs) below are written to reflect our beliefs about the attributes of business leaders who exemplify the Jesuit ideals and the Heider Mindsets.

Creighton-formed business leaders will:

PLG 1. Exhibit knowledge essential for business practice.
SLO 1A. Demonstrate essential knowledge in each functional business area.

PLG 2. Develop the skills to engage professionally with others.
SLO 2A. Demonstrate effective communication in written, oral, and visual formats.
SLO 2B. Demonstrate knowledge of strategies to work effectively with others regardless of race,
ethnicity, culture, gender, religion, and sexual orientation.

PLG 3. Think critically to aid decision-making.
SLO 3A. Analyze a business situation and propose a course of action.
SLO 3B. Use a software tool to analyze quantitative data and interpret the results.

PLG 4. Commit to action that demonstrates care for others.
SLO 4A. Analyze a business ethics situation and propose a course of action.
SLO 4B. Engage in and reflect on experiences aimed at promoting justice for the poor
and marginalized.

PLG 5. Exhibit personal habits consistent with leadership formation.
SLO 5A. Reflect on and articulate personal and professional formation.

BSBA Degree Requirements and Curriculum

The University will confer the degree of Bachelor of Science in Business Administration (BSBA) on students who successfully complete all of the following requirements of the Heider Mindset Curriculum: Magis Common Core and Heider Business Core Curricula, a Heider Major, and Electives. In addition, a candidate for a degree must:

- Complete requirements for a Heider College major, achieving a grade point average (GPA) of 2.00 or above for all required courses in a major
- Complete BUS 471 Strategic Management with a grade of "C" or better
- Earn a minimum of 128 credit hours, including:
  - 48 credit hours in courses numbered 300 or above
  - 48 credit hours earned at Creighton, including the final 32
  - 32 credit hours of business coursework earned at Creighton
- Achieve overall cumulative GPA of 2.00 or above

To reach the minimum 128 credit hours in four years, a student must average successful completion of 16 credit hours per semester. Normally, students must register for not less than 12 credit hours nor more than 18 credit hours in each semester. The privilege of carrying more than 18 credit hours is contingent upon the student's grade point average, requires written approval of the Dean, and is subject to additional tuition charges.

Approval of the faculty advisor and the Dean is required for semester study abroad programs, including electives taken while abroad to be counted toward graduation.

BSBA Heider Mindset Curriculum - Overview

The Heider Mindset Curriculum is a state-of-the-art, yet timeless, plan of study that focuses on development of six mindsets that are essential for the future of business practice: Analytical, Cross-Cultural, Collaborative, Action, Service, and Reflective. As students develop these mindsets, they will acquire the knowledge, skills, and dispositions needed to successfully adapt to an ever-changing business world over a career and lifetime.

The BSBA Heider Mindset Curriculum requires students to complete the Magis Common Core, Heider Business Core, a Heider Major, and Electives, as needed, to reach the minimum of 128 credit hours. Students may use electives to complete an academic minor and/or a second major.

Magis Common Core

The Magis Common Core serves as the cornerstone of Creighton University education, laying a shared foundation for all undergraduate students. Heider students typically complete Magis Foundations and Magis Explorations courses in their first and second years. The Magis Common Core also requires a series of Designated courses, which are embedded in the Heider Business Core and provide business-specific treatment of Ethics, Oral Communication, Written Communications, Statistical Reasoning, and Technology.

Heider Business Core

The Heider Business Core requires students to complete a common set of courses across a wide variety of business topics, disciplines, and functional areas. Lower Division courses cover accounting, economics, information systems, and organizational behavior. Upper Division courses cover finance, business law, marketing, production and operations management, business ethics, and leadership. BUS 471 Strategic Management is a capstone course for all Heider students. Students are also required to complete General courses in the Heider Business Core, including business writing skills, presentation skills, statistics, and analytics.

A unique feature of the Heider Business Core is the required Kingfisher Concentration, named after Creighton's Kingfisher Institute, whose vision is that "liberal arts and professional education complement and reinforce one another." The purpose is to encourage students to find an area of depth that supports growth in at least one mindset, allows personalization of liberal arts coursework, and complements a student's choice of major. Students must complete at least nine credit hours (typically three courses) drawn from one of the available Kingfisher

Concentration options offered by the College of Arts & Sciences. When choosing a Kingfisher Concentration, students are encouraged to seek guidance from their academic advisor. Information on available Kingfisher Concentrations offered by the College of Art & Sciences may be accessed here (p. 87).

Heider students must declare a Kingfisher Concentration and are strongly encouraged to do so prior to the end of the first semester of their junior year and no later than prior to filing the Application for Degree in their final semester.

Heider Major

Students in the Heider College pursuing the BSBA must complete an academic major in one of the following fields of concentration: Accounting, Business Intelligence & Analytics, Economics, Finance, Finance & Technology, Management, Marketing, or International Business.

It is recommended that students select a major by the end of the first semester of their junior year. A major must be officially declared prior to the student's final semester. Some majors require departmental approval and have acceptance requirements that differ from general graduation requirements. For specific requirements, refer to the major page.

Electives

As needed, students will complete electives to reach the minimum of 128 credit hours required for graduation. With careful planning, students may use these electives to complete a second Heider major. Heider students may also complete a second major in the College of Arts & Sciences (CCAS). The second major in the CCAS is in addition to the BSBA degree; students do not, however, receive a BA or BS degree from the CCAS.

Students may also complete electives that fulfill requirements for an academic minor. Indeed, completion of the Kingfisher Concentration often fulfills half of the necessary coursework required for a minor in the CCAS.

BSBA Heider Mindset Curriculum - Requirements Summary

Categories	Semester Hours
Magis Common Core Curriculum	
Magis Common Core - Foundations	16-17 credits
Magis Common Core - Explorations	18 credits
Magis Common Core - Integrations	See note 1 below
Magis Common Core - Designated Courses	See note 2 below
BSBA Heider Business Core Curriculum Requirements	
Heider Business Core - General	20 credits
Heider Business Core - Lower Division	18 credits
Heider Business Core - Upper Division	24 credits
Heider Major	18-30 credits
Electives	Varies by student
Total Credits Required for Graduation with GPA of 2.00 or above	128 credits

[1] Students will fulfill the Magis Common Core – Integrations requirement by completing BUS 471 Strategic Management, a course required in the BSBA Heider Business Core. No additional credit hours are necessary.

[2] Students will fulfill the Magis Common Core – Designated Courses requirements by completing five courses required in the BSBA Heider Business Core. These designated courses cover Ethics, Oral Communications, Written Communications, Statistical Reasoning, and Technology. No additional credit hours are necessary.

BSBA Heider Mindset Curriculum - Requirements Detail

Code	Title	Credits
Magis Common Core Curriculum		**34-35 credits**
Foundations		16-17 credits
	Contemporary Composition	
	Critical Issues in Human Inquiry + Oral Communication (COM 101)	
	Mathematical Reasoning (MTH 141, MTH 231, or MTH 245)	
	Philosophical Ideas	
	The Christian Tradition	
Explorations		18 credits
	Understanding Natural Science (CSC 121) [2]	
	Understanding Social Science (PSY 201) [3]	
	Global Perspectives in History	
	Literature	
	Ethics (PHL 270 or PHL 271 or PHL 272) [1]	
	The Biblical Tradition	
Integrations		
	BUS 471 - Strategic Management	
Designated Courses		
	Fulfilled by Heider Business Core	
Heider Business Core Curriculum		**62 credits**
Heider Business Core - General		20 credits
RSP 103	An Introduction to the Culture of Collegiate Life	
COM 203	Applied Communication for Business Success	
ENG 203	Telling Your Story: Business Writing Skills Intensive	
MTH 161	Business Statistics	
BIA 261	Business Analytics	
	Kingfisher Concentration [4]	
Heider Business Core - Lower Division		18 credits
ACC 201	Introduction to Financial Accounting	
ACC 202	Introduction to Managerial Accounting	
ECO 203	Introductory Microeconomics	
ECO 205	Introductory Macroeconomics	
BIA 253	Management Information Systems	
MGT 271	Organizational Behavior	
Heider Business Core - Upper Division		24 credits
	Global and Cross-Cultural Business [5]	

FIN 301	Managerial Finance	
MGT 315	Law for Business Leaders	
MKT 319	Principles of Marketing	
BIA 330	Production and Operations Management	
BUS 356	Business Ethics	
MGT 371	Leadership Skills	
BUS 471	Strategic Management	
Heider Major		18-30 credits
See Major Field of Concentration Requirements		
Electives		Varies by student
Opportunity to Complete Second Major and/or Academic Minor		
Total Credits Required for Graduation with GPA of 2.00 or above		**128 credits**

[1] All Heider students are strongly encouraged to complete a Philosophical Ethics course (PHL 270 Philosophical Ethics, PHL 271 Philosophical Ethics: Cortina Community, or PHL 272 Philosophical Ethics: Poverty) because any of these courses fulfill both the Magis Common Core: Ethics requirements and the prerequisite for BUS 356 Business Ethics. Courses in Theological Ethics (i.e., THL 27X) do not fulfill the prerequisite for BUS 356 Business Ethics.

[2] All Heider students are required to complete CSC 121 Computers and Scientific Thinking to fulfill the Magis Common Core: Understanding Natural Science Requirement.

[3] All Heider students are required to complete PSY 201 Introductory Psychology to fulfill the Magis Common Core: Understanding Social Science requirement.

[4] Students may not pursue a Kingfisher Concentration (KC) and Heider major in the same discipline unless the student completes a second major. Students may otherwise count KC courses toward completion of a major or minor. Where applicable, students may double-count Magis Common Core courses toward their KC. Students may apply no more than one course taken outside of Creighton toward a KC.

[5] For the Global and Cross-Cultural business requirement, select among ACC 538 International Accounting, ECO 528 International Economic Development, FIN 558 International Financial Management, MKT 363 Global Marketing, ECO 518 Comparative Economic Systems, ECO 538 International Economics, MGT 373 International Management. If applicable, students may apply their Cross-Cultural Business course to their Heider Major. No other courses from the Heider Business Core – Upper Division or Heider Business Core – Lower Division may be applied toward a Heider Major.

BSBA Heider Mindset Curriculum - Sample Plan of Study

Outlined here is a sample of a program that a typical student follows during the freshman and sophomore years. Bear in mind that each student's actual plan will vary based on their unique circumstances. The program for the junior and senior years will depend heavily on a student's choice of Heider major and whether a student pursues an additional major or minor.

The Heider College of Business Dean's Office has available curriculum checklists for all majors. Junior and senior year course planning requires an understanding of degree requirements and attention to the Schedule of Courses and Catalog.

Academic advising is performed by faculty members and department chairs in the Heider College of Business. During a student's freshman year, students are assigned to faculty advisors through the RSP. Later, students are reassigned to advisors within the respective discipline when a major field of concentration has been declared. Advisors serve as facilitators of communication, perform academic progress reviews, assist students in career planning, and offer mentoring. Frequent advisor contact will help ensure students have current academic information and are making adequate progress toward educational and professional goals.

Course	Title	Credits
Freshman		
Fall		
ECO 203	Introductory Microeconomics	3
MTH 161	Business Statistics	3
Philosophical Ideas - PHL 11X		3
Contemporary Composition - ENG 15X		3
Critical Issues & Human Inquiry		3
COM 101	Digital Communication Lab	1
RSP 103	An Introduction to the Culture of Collegiate Life	1
	Term Credits	**17**
Spring		
ACC 201	Introduction to Financial Accounting	3
ECO 205	Introductory Macroeconomics	3
CSC 121	Computers and Scientific Thinking	3
MTH 141	Applied Calculus	3
The Christian Tradition - THL 11X		3
	Term Credits	**15**
Sophomore		
Fall		
PSY 201	Introductory Psychology	3
ACC 202	Introduction to Managerial Accounting	3
BIA 261	Business Analytics	4
COM 203	Applied Communication for Business Success	1.5
ENG 203	Telling Your Story: Business Writing Skills Intensive	1.5
The Biblical Tradition		3
	Term Credits	**16**
Spring		
BIA 253	Management Information Systems	3

MGT 271	Organizational Behavior	3
MGT 315	Law for Business Leaders	3
MKT 319	Principles of Marketing	3
Philosophical Ideas - PHL 27X		3
Global Perspectives in History		3
	Term Credits	**18**
	Total Credits	**66**

BSBA Degree Requirements and Curriculum for Students Pursuing Pre-Health Sciences

This unique program allows you to earn your BSBA degree while also completing the science courses required for professional school in just four years of undergraduate education.

The University will confer the degree of Bachelor of Science in Business Administration (BSBA) on students who successfully complete all of the following requirements of the Heider Mindset Curriculum: Magis Common Core and Heider Business Core Curricula, a Heider Major, and Electives. In addition, a candidate for a degree must:

- Complete requirements for a Heider College major, achieving a grade point average (GPA) of 2.00 or above for all required courses in a major
- Complete BUS 471 Strategic Management with a grade of "C" or better
- Earn a minimum of 128 credit hours, including:
  - 48 credit hours in courses numbered 300 or above
  - 48 credit hours earned at Creighton, including the final 32
  - 32 credit hours of business coursework earned at Creighton
- Achieve overall cumulative GPA of 2.00 or above

To reach the minimum 128 credit hours in four years, a student must average successful completion of 16 credit hours per semester. Normally, students must register for not less than 12 credit hours nor more than 18 credit hours in each semester. The privilege of carrying more than 18 credit hours is contingent upon the student's grade point average, requires written approval of the Dean, and is subject to additional tuition charges.

Approval of the faculty advisor and the Dean is required for semester study abroad programs, including electives taken while abroad to be counted toward graduation.

BSBA Heider Mindset Curriculum – Overview

The Heider Mindset Curriculum is a state-of-the-art, yet timeless, plan of study that focuses on development of six mindsets that are essential for the future of business practice: Analytical, Cross-Cultural, Collaborative, Action, Service, and Reflective. As students develop these mindsets, they will acquire the knowledge, skills, and dispositions needed to successfully adapt to an ever-changing business world over a career and lifetime.

The BSBA Heider Mindset Curriculum requires students to complete the Magis Common Core, Heider Business Core, a Heider Major, and Electives, as needed, to reach the minimum of 128 credit hours. Students may use electives to complete an academic minor and/or a second major.

Magis Common Core

The Magis Common Core serves as the cornerstone of Creighton University education, laying a shared foundation for all undergraduate students. Heider students typically complete Magis Foundations and Magis Explorations courses in their first and second years. The Magis Common Core also requires a series of Designated courses, which are embedded in the Heider Business Core and provide business-specific treatment of Ethics, Oral Communication, Written Communications, Statistical Reasoning, and Technology.

Heider Business Core

The Heider Business Core requires students to complete a common set of courses across a wide variety of business topics, disciplines, and functional areas. Lower Division courses cover accounting, economics, information systems, and organizational behavior. Upper Division courses cover finance, business law, marketing, production and operations management, business ethics, and leadership. BUS 471 Strategic Management is a capstone course for all Heider students. Students are also required to complete General courses in the Heider Business Core, including business writing skills, presentation skills, statistics, and analytics.

Students pursuing the BSBA with Pre-Health Sciences focus are not required to complete a Kingfisher Concentration.

Heider Major

Students in the Heider College pursuing the BSBA must complete an academic major in one of the following fields of concentration: Accounting, Business Intelligence & Analytics, Economics, Finance, Finance & Technology, Management, Marketing, or International Business.

It is recommended that students select a major by the end of the first semester of their junior year. A major must be officially declared prior to the student's final semester. Some majors require departmental approval and have acceptance requirements that differ from general graduation requirements. For specific requirements, refer to the major page.

Electives

Unique to the BSBA with Pre-Health Sciences path, students will complete Pre-Health Sciences electives shown in the "Requirements Detail" table. Combined with other BSBA requirements, these electives often take a student to and beyond the minimum of 128 credit hours needed for graduation.

BSBA Heider Mindset Curriculum (Pre-Health Sciences) – Requirements Summary

Categories	Semester Hours
Magis Common Core Curriculum	
Magis Common Core - Foundations	16-17 credits
Magis Common Core - Explorations	18 credits
Magis Common Core - Integrations	See note 1 below
Magis Common Core - Designated Courses	See note 2 below
BSBA Heider Business Core Curriculum Requirements	

Heider Business Core - General	11 credits
Heider Business Core - Lower Division	18 credits
Heider Business Core - Upper Division	24 credits
Heider Major	18-30 credits
Pre-Health Sciences Electives	32 credits
Total Credits Required for Graduation with GPA 2.00 or above	128 credits

[1] Students will fulfill the Magis Common Core - Integrations requirement by completing BUS 471 Strategic Management, a course required in the BSBA Heider Business Core. No additional credit hours are necessary.

[2] Students will fulfill the Magis Common Core - Designated Courses requirements by completing five courses required in the BSBA Heider Business Core. These designated courses cover Ethics, Oral Communications, Written Communications, Statistical Reasoning, and Technology. No additional credit hours are necessary.

BSBA Heider Mindset Curriculum (Pre-Health Sciences) – Requirements Detail

Code	Title	Credits
Magis Common Core Curriculum		**34-35 credits**
Foundations		**16-17 credits**
Philosophical Ideas - PHL 11X		
The Christian Tradition - THL 11X		
Contemporary Composition - ENG 15X		
Critical Issues in Human Inquiry + COM 101 Digital Comm Lab		
Mathematical Reasoning - MTH 141, MTH 231, or MTH 245		
Explorations		**18 credits**
Philosophical Ethics - PHL 270 or PHL 271 or PHL 272 [1]		
The Biblical Tradition		
Literature		
Global Perspectives in History		
Computers & Scientific Thinking - CSC 121 [2]		
Introductory Psychology - PSY 201 [3]		
Integrations		
BUS 471	Strategic Management (with a grade of C or higher)	3
Heider Business Core Curriculum		
Heider Business Core - General		**11 credits**
RSP 103	An Introduction to the Culture of Collegiate Life	1
COM 203	Applied Communication for Business Success	1.5
ENG 203	Telling Your Story: Business Writing Skills Intensive	1.5
MTH 161	Business Statistics	3
BIA 261	Business Analytics	4
Heider Business Core - Lower Division		**18 credits**
ACC 201	Introduction to Financial Accounting	
ACC 202	Introduction to Managerial Accounting	
ECO 203	Introductory Microeconomics	
ECO 205	Introductory Macroeconomics	
BIA 253	Management Information Systems	
MGT 271	Organizational Behavior	
Heider Business Core - Upper Division		**24 credits**
Global and Cross-Cultural Business [4]		3
FIN 301	Managerial Finance	
MGT 315	Law for Business Leaders	
MKT 319	Principles of Marketing	
BIA 330	Production and Operations Management	
BUS 356	Business Ethics	
MGT 371	Leadership Skills	
BUS 471	Strategic Management	
Heider Major		**18-30 credits**
See Major Field of Concentration Requirements		
Pre-Health Sciences Electives [5]		**32 credits**
BIO 201	General Biology: Organismal and Population	
BIO 205	General Biology: Organismal and Population Laboratory	
BIO 202	General Biology: Cellular and Molecular	
BIO 206	General Biology: Cellular and Molecular Laboratory	
CHM 203	General Chemistry I	
CHM 204	General Chemistry I Laboratory	
CHM 205	General Chemistry II	
CHM 206	General Chemistry II Laboratory	
CHM 321	Organic Chemistry I	
CHM 322	Organic Chemistry I Laboratory	
CHM 323	Organic Chemistry II	
CHM 324	Organic Chemistry II Laboratory	
PHY 201	General Physics for the Life Sciences	
PHY 205	General Physics Laboratory I	
PHY 202	General Physics for the Life Sciences II	
PHY 206	General Physics Laboratory II	
Total Credits Required for Graduation with GPA of 2.00 or above		**128 credits**

[1] All Heider students are strongly encouraged to complete a Philosophical Ethics course (PHL 270 Philosophical Ethics, PHL 271 Philosophical Ethics: Cortina Community, or PHL 272 Philosophical Ethics: Poverty) because any of these courses fulfill both the Magis Common Core: Ethics requirement and the prerequisite for BUS 356 Business Ethics. Courses in Theological Ethics (i.e., THL 27X) do not fulfill the prerequisite for BUS 356.

[2] All Heider students are required to complete CSC 121 Computers and Scientific Thinking to fulfill the Magis Common Core: Understanding Natural Science requirement.

[3] All Heider students are required to complete PSY 201 Introductory Psychology to fulfill the Magis Common Core: Understanding Social Science requirement.

[4] For the Global and Cross-Cultural Business requirement, select among ACC 538 International Accounting, ECO 528 International Economic Development, FIN 558 International Financial Management, MKT 363 Global Marketing, ECO 518 Comparative Economic Systems ECO 538 International Economics, or MGT 373

International Management. If applicable, students may apply their Cross-Cultural Business course to their Heider Major. No other courses from the Heider Business Core – Upper Division or Heider Business Core – Lower Division may be applied toward a Heider Major.

5 This list of classes provides a general idea of the classes needed for pre-health study. Actual classes will depend on your specific pre-health pathway.

BSBA Degree Requirements and Curriculum for Students Pursuing the 3-3 Pre-Law Program

This unique program allows you to earn your Bachelor of Science in Business Administration (BSBA) degree while also completing your Juris Doctor (JD) in a total of six years. Specifically, business students following the 3-3 Pre-Law (i.e., BSBA/JD) path may receive both the BSBA degree with the Pre-law Business major and the JD degree at the end of the fourth and sixth years, respectively.

General Pre-Law Considerations

The Creighton University School of Law will consider for admission applicants who have completed at least three-fourths (i.e., 96 credit hours) of the college work required for the BSBA degree in the Heider College of Business.

There are no specifically required pre-legal subjects; but not more than 10 percent of the undergraduate credits presented may be in non-theory courses such as basic military science, hygiene, domestic arts, physical education, or similar courses.

In considering applicants for admission, consideration is given to the results of the Law School Admission Test (LSAT), the applicant's college record, and other pertinent information.

Degree Requirements

The University will confer the degree of Bachelor of Science in Business Administration (BSBA) with a Pre-Law Business Major on students who successfully complete all of the following requirements of the Heider Mindset Curriculum (Magis Common Core, Heider Business Core, and Electives) and the first-year curriculum in the School of Law. In addition, a candidate for a degree must:

- Earn a minimum of 96 credit hours prior to matriculating to the Creighton University School of Law
- Complete BUS 471 Strategic Management with a grade of "C" or better
- Earn a minimum of 32 credit hours, with at least a "C" average, in the first full year of the Creighton University School of Law
- Earn a minimum of 128 total credit hours, including:
  - 48 undergraduate credit hours earned at Creighton
  - 48 total credit hours in courses numbered 300 or above
- Achieve overall cumulative GPA of 2.00 or above

To reach the minimum 96 credit hours prior to matriculating to the School of Law, a student must average successful completion of 16 credit hours per semester. Normally, students must register for not less than 12 credit hours nor more than 18 credit hours in each semester. The privilege of carrying more than 18 credit hours is contingent upon the student's grade point average, requires written approval of the Dean, and is subject to additional tuition charges.

Approval of the faculty advisor and the Dean is required for semester study abroad programs, including electives taken while abroad to be counted toward graduation.

BSBA Heider Mindset Curriculum - Overview

The Heider Mindset Curriculum is a state-of-the-art, yet timeless, plan of study that focuses on development of six mindsets that are essential for the future of business practice: Analytical, Cross-Cultural, Collaborative, Action, Service, and Reflective. As students develop these mindsets, they will acquire the knowledge, skills, and dispositions needed to successfully adapt to an ever-changing business world over a career and lifetime.

The BSBA Heider Mindset Curriculum normally requires students to complete the Magis Common Core, Heider Business Core, a Heider Major, and Electives, as needed, to reach the minimum of 128 credit hours. For students in the 3-3 Pre-Law program, a Heider Major is not required.

Magis Common Core

The Magis Common Core serves as the cornerstone of Creighton University education, laying a shared foundation for all undergraduate students. Heider students typically complete Magis Foundations and Magis Explorations courses in their first and second years. The Magis Common Core also requires a series of Designated courses, which are embedded in the Heider Business Core and provide business-specific treatment of Ethics, Oral Communication, Written Communications, Statistical Reasoning, and Technology.

Heider Business Core

The Heider Business Core requires students to complete a common set of courses across a wide variety of business topics, disciplines, and functional areas. Lower Division courses cover accounting, economics, information systems, and organizational behavior. Upper Division courses cover finance, business law, marketing, production and operations management, business ethics, and leadership. BUS 471 Strategic Management is a capstone course for all Heider students. Students are also required to complete General courses in the Heider Business Core, including business writing skills, presentation skills, statistics, and analytics.

Students pursuing the 3-3 Pre-Law program are not required to complete a Kingfisher Concentration.

Electives

As needed, students will complete electives to reach the minimum of 96 credit hours required prior to matriculating to the Creighton University School of Law.

BSBA Heider Mindset Curriculum (3-3 Pre-Law) - Requirements Summary

Categories	Semester Hours
Magis Common Core Curriculum	
Magis Common Core - Foundations	16-17 credits
Magis Common Core - Explorations	18 credits
Magis Common Core - Integrations	See note 1 below
Magis Common Core - Designated Courses	See note 2 below

BSBA Heider Business Core Curriculum Requirements	
Heider Business Core - General	11 credits
Heider Business Core - Lower Division	18 credits
Heider Business Core - Upper Division	24 credits
Electives	Varies by student
Total Credits Required for Matriculation to School of Law	96 credits
Total Credits Required for Graduation with GPA of 2.00 or above	128 credits

1 Students will fulfill the Magis Common Core - Integrations requirement by completing BUS 471 Strategic Management, a course required in the BSBA Heider Business Core. No additional credit hours are necessary.

2 Students will fulfill the Magis Common Core – Designated Courses requirements by completing five courses required in the BSBA Heider Business Core. These designated courses cover Ethics, Oral Communications, Written Communications, Statistical Reasoning, and Technology. No additional credit hours are necessary.

BSBA Heider Mindset Curriculum (3-3 Pre-Law) - Requirements Detail

Code	Title	Credits
Magis Common Core Curriculum		
Foundations		16-17 credits
Contemporary Composition - ENG 15X		
Critical Issues in Human Inquiry		
Oral Communication - COM 101		
Mathematical Reasoning - MTH 141, MTH 231, or MTH 245		
Philosophical Ideas - PHL 11X		
The Christian Tradition - THL 11X		
Explorations		18 credits
Understanding Natural Science - CSC 121 [2]		
Understanding Social Science - PSY 201 [3]		
Global Perspectives in History		
Literature		
Philosophical Ethics - PHL 270 or PHL 271 or PHL 272 [1]		
The Biblical Tradition		
Integrations		
BUS 471		
Heider Business Core Curriculum		
Heider Business Core - General		11 credits
RSP 103	An Introduction to the Culture of Collegiate Life	
COM 203	Applied Communication for Business Success	
ENG 203	Telling Your Story: Business Writing Skills Intensive	
MTH 161	Business Statistics	
BIA 261	Business Analytics	
Heider Business Core - Lower Division		18 credits
ACC 201	Introduction to Financial Accounting	
ACC 202	Introduction to Managerial Accounting	
ECO 203	Introductory Microeconomics	
ECO 205	Introductory Macroeconomics	
BIA 253	Management Information Systems	
MGT 271	Organizational Behavior	
Heider Business Core - Upper Division		24 credits
Global and Cross-Cultural Business [4]		
FIN 301	Managerial Finance	
MGT 315	Law for Business Leaders	
MKT 319	Principles of Marketing	
BIA 330	Production and Operations Management	
BUS 356	Business Ethics	
MGT 371	Leadership Skills	
BUS 471	Strategic Management	
Electives		Varies by student
Total Credits Required for Matriculation to School of Law		**96 credits**
Total Credits Required for Graduation with GPA of 2.00 or above		**128 credits**

1 All Heider students are strongly encouraged to complete a Philosophical Ethics course (PHL 270 Philosophical Ethics, PHL 271 Philosophical Ethics: Cortina Community, or PHL 272 Philosophical Ethics: Poverty) because any of these courses fulfill both the Magis Common Core: Ethics requirement and the prerequisite for BUS 356 Business Ethics. Courses in Theological Ethics (i.e., THL 27X) do not fulfill the prerequisite for BUS 356 Business Ethics.

2 All Heider students are required to complete CSC 121 Computers and Scientific Thinking to fulfill the Magis Common Core: Understanding Natural Science requirement.

3 All Heider students are required to complete PSY 201 Introductory Psychology to fulfill the Magis Common Core: Understanding Social Science requirement.

4 For the Global and Cross-Cultural Business requirement, select among ACC 538 International Accounting, ECO 528 International Economic Development, FIN 558 International Financial Management, MKT 363 Global Marketing, ECO 518 Comparative Economic Systems, ECO 538 International Economics, or MGT 373 International Management.

BSBA Heider Mindset Curriculum (3-3 Pre-Law) - Sample Plan of Study

Outlined here is a sample of a program that a student may follow in the first three years prior to matriculation to the School of Law in the fourth year. Bear in mind that each student's actual plan will vary based on their unique circumstances.

The Heider College of Business Dean's Office has available curriculum checklists for all majors. Course planning requires an understanding of degree requirements and attention to the Schedule of Courses and Catalog.

Academic advising is performed by faculty members and department chairs in the Heider College of Business. During a student's freshman year, students are assigned to faculty advisors through the RSP. Later,

students are reassigned to advisors within the respective discipline when a major field of concentration has been declared. Advisors serve as facilitators of communication, perform academic progress reviews, assist students in career planning, and offer mentoring. Frequent advisor contact will help ensure students have current academic information and are making adequate progress toward educational and professional goals.

Course	Title	Credits
Freshman		
Fall		
ECO 203	Introductory Microeconomics	3
MTH 161	Business Statistics	3
Philosophical Ideas - PHL 11X		3
Contemporary Composition - ENG 15X		3
Critical Issues in Human Inquiry		3
COM 101	Digital Communication Lab	1
RSP 103	An Introduction to the Culture of Collegiate Life	1
	Term Credits	**17**
Spring		
ACC 201	Introduction to Financial Accounting	3
ECO 205	Introductory Macroeconomics	3
CSC 121	Computers and Scientific Thinking	3
MTH 141	Applied Calculus	3
The Christian Tradition - THL 11X		3
	Term Credits	**15**
Sophomore		
Fall		
PSY 201	Introductory Psychology	3
ACC 202	Introduction to Managerial Accounting	3
BIA 261	Business Analytics	4
COM 203	Applied Communication for Business Success	1.5
ENG 203	Telling Your Story: Business Writing Skills Intensive	1.5
The Biblical Tradition		3
	Term Credits	**16**
Spring		
BIA 253	Management Information Systems	3
MGT 271	Organizational Behavior	3
MGT 315	Law for Business Leaders	3
MKT 319	Principles of Marketing	3
Philosophical Ethics - PHL 27X		3
Global Perspectives in History		3
	Term Credits	**18**
Junior		
Fall		
FIN 301	Managerial Finance	3
BUS 356	Business Ethics	3
MGT 371	Leadership Skills	3
Literature		3
Elective		3
	Term Credits	**15**
Spring		
Global and Cross-Cultural Business Class		3
BIA 330	Production and Operations Management	3
BUS 471	Strategic Management	3
Elective		3
Elective		3
	Term Credits	**15**
	Total Credits	**96**

BSBA, JD, MBA—Seven-Year Program

Qualified students who want to earn three degrees (BSBA, JD, and MBA) within a seven-year period can do it by following the 3-3 Pre-Law program described above and in the seventh year enrolling in the MBA program. These programs provide an excellent preparation for employment in either the private or public sector of the economy.

Bachelor of Science in Business Administration Degree (BSBA)

Majors

Students in the Heider College of Business pursuing the BSBA must complete an academic major in one of the following fields of concentration: Accounting, Business Intelligence & Analytics, Economics, Finance, Finance & Technology, Management, Marketing, or International Business.

It is recommended that students select a major by the end of the first semester of their junior year. A major must be officially declared prior to the student's final semester. Some majors require departmental approval and have acceptance requirements that differ from general graduation requirements. Detailed requirements for each major may be found at the following links:

- Accounting (p. 183)
- Business Intelligence and Analytics (p. 183)
- Economics (p. 187)
- Finance (p. 187)
- Finance and Technology (p. 189)
- Management (p. 190)
- Marketing (p. 190)
- International Business (p. 189)

In each field, instructional emphasis is not directed toward the development of routine skills or to particular industries. Instead, every effort is made to stimulate students to think logically, to process and

evaluate information, and to make sound decisions from the overall management point of view.

With more than 500 years of collective business experience, the faculty teaching in every major provide students with discipline-based skills, as well as industry knowledge. Due to experiential teaching methods and active learning, students leave the Heider College prepared to start careers in their chosen majors, with an eye to leadership and higher-level management in those areas. All of this is grounded in the Jesuit tradition that stimulates students to think logically, process and evaluate information, and make sound decisions.

How do students choose a major? A number of factors inform the decision, including work and internship experiences, family occupations and family-owned businesses, favorite courses, and the student's natural skills and talents. Students are encouraged to discuss possible majors with their academic advisors, as well as with the faculty offering courses in specific majors. The Career Portfolio program is helpful, too, as it informs students about their aptitudes, as well as the jobs, career ladders, and compensation in various fields.

Students may earn multiple majors by satisfying the requirements for each as shown in the Catalog. If a specific course satisfies the requirements of more than one major, that course may be counted toward fulfillment of each set of major requirements. Unless otherwise specified, only one common class may be shared between majors.

BSBA 3-3 Pre-Law/JD Program

In addition to the major fields of concentration, the Heider College of Business, in conjunction with the School of Law, offers a combined Business Administration-Law program (p. 179)—requiring a total of six years—which leads to both the BSBA with the Prelaw Business Major and the Juris Doctor degrees.

Majors outside of the Heider College of Business for BSBA Students

Students in the Heider College of Business may complete an additional field of concentration or minor. Departments in the College of Arts and Sciences (p. 84) may, at their discretion, allow a BSBA student to complete a second major. The second major is in addition to the BSBA degree; students do not, however, receive a BA or BS degree from the College of Arts and Sciences. Requirements of the field of concentration or major are listed in each department's entry in the catalog. To apply for an additional field of concentration, major, or minor the student should contact the Dean's Office for appropriate advising and referral.

Minors

Minors offer the opportunity to develop substantial knowledge in areas outside of the major. Eighteen credits of coursework are required to complete a minor. A student may transfer into a minor no more than two lecture courses for six credit hours OR two lecture/laboratory courses for eight credit hours. Transfer courses must meet equivalency requirements as approved by the College and Department Chair. Students must achieve a cumulative GPA of 2.00 in courses toward the minor.

Minors for BSBA Students

Business Administration students may only declare an Economics or Entrepreneurship minor in the Heider College of Business but may choose a minor in a department outside of the Heider College of Business, given appropriate approval and advising. A complete list of minors available to students outside the Heider College may be found here (p. 87).

Minors for non-BSBA Students

Students from the other undergraduate Colleges may pursue any of the following Heider College of Business minors, given appropriate advising and approval.

- Applied Information Technology (p. 185)
- Business Administration (p. 186)
- Economics (p. 189)
- Entrepreneurship (p. 193)
- Marketing (p. 193)

Kingfisher concentrations

A unique feature of the Heider Business Core is the required Kingfisher Concentration, named after Creighton's Kingfisher Institute, whose vision is that "liberal arts and professional education complement and reinforce one another." The purpose is to encourage students to find an area of depth that supports growth in at least one Heider Mindset, allows personalization of liberal arts coursework, and complements a student's choice of major. Heider College of Business students must complete at least nine credit hours (typically three courses) drawn from one of the available Kingfisher Concentration options offered by the College of Arts & Sciences. When choosing a Kingfisher Concentration, students are encouraged to seek guidance from their academic advisor.

Students may not pursue a Kingfisher Concentration (KC) and Heider major in the same discipline unless the student completes a second major. Students may otherwise count KC courses toward completion of a major or minor. Where applicable, students may double-count Magis Common Core courses toward their KC. Students may apply no more than one course taken outside of Creighton toward a KC.

Heider students must declare a Kingfisher Concentration and are strongly encouraged to do so prior to the end of the first semester of their junior year and no later than prior to filing the Application for Degree in their final semester.

Kingfisher Concentrations for BSBA Students, offered by the College of Arts & Sciences, may be accessed here (p. 142).

Kingfisher Concentrations for Non-BSBA Students, offered by the Heider College of Business, may be accessed here (p. 193).

Undergraduate certificate in Business Administration

Students enrolled **outside of the Heider College of Business**, who do not plan to earn a Bachelor's degree from the Heider College of Business, may earn an undergraduate Certificate in Business Administration. This certificate, along with a bachelor's degree in any discipline, prepares a non-business student for graduate business study. Students wishing to complete this certificate must file an application with the Undergraduate Advising Office in the Heider College of Business.

Certificate requirements: 31 credits [1]

Code	Title	Credits
ACC 201	Introduction to Financial Accounting	3
ACC 202	Introduction to Managerial Accounting	3
BIA 253	Management Information Systems	3
BIA 261	Business Analytics	4
ECO 203	Introductory Microeconomics	3
ECO 205	Introductory Macroeconomics	3

FIN 301	Managerial Finance	3
MGT 271	Organizational Behavior	3
MGT 315	Law for Business Leaders	3
MKT 319	Principles of Marketing	3
Total Credits		**31**

[1] The 31 required certificate hours is the maximum number of credits in which a non-business student may enroll in the Heider College of Business.

While no specific mathematics courses are required for the certificate, successful completion of BIA 261 Business Analytics will necessitate mathematical proficiency equivalent to MTH 161 Business Statistics and either MTH 141 Applied Calculus, MTH 245 Calculus I, or MTH 231 Calculus for the Biological Sciences.

Of the 31 required hours, at most 12 hours of transfer credits may be applied toward the Business Administration Certificate. Once a student has matriculated to Creighton, only 6 of the 12 transfer hours allowed may be taken as transient study. In addition, the student must attain a cumulative GPA of 2.0 or better in all business courses.

Degree seeking students who have completed the requirements of the certificate will be awarded the Certificate in Business Administration at the time of graduation. Non-degree seeking students will be awarded the certificate upon completion of the requirements of the certificate.

Accelerated BSBA to Master's Programs

Creighton University also offers accelerated Master's Programs that stem from majors in the Heider College of Business. These programs allow students to earn a BSBA and a Master of Science degree in a shorter amount of time than doing both programs separately.

- Accelerated BSBA-Accounting + Master of Accounting (MAC) (p. 185)
- Accelerated BSBA-Financial Analysis + Master of Investment Management and Financial Analysis (MIMFA) (p. 196)
- Accelerated BSBA-Financial Planning + Master of Financial Planning and Financial Psychology (MFPP) (p. 197)
- Accelerated BSBA-Management + MS, Organizational Leadership (p. 199)
- Accelerated BSBA-Marketing + MS, Organizational Leadership (p. 199)
- Accelerated BSBA-Management + MS, Integrative Health and Wellness (p. 199)

Accounting and Business Intelligence & Analytics

Accounting

The curriculum for the degree of Bachelor of Science in Business Administration (BSBA) with Accounting as the major field of concentration is concerned with conceptual understanding of accounting and accounting competence. The objective is to enable the student to comprehend the functions of accounting and the underlying concepts of accounting theory, and apply accounting knowledge to business problems. The program is designed to prepare students for professional certification and leadership in the community and professional accounting careers in a variety of settings - public accounting, internal auditing, managerial accounting, accounting systems and analytics, and governmental accounting. In addition, students have the foundation to pursue positions in tax compliance and consulting, and business and systems consulting services. The program provides excellent preparation for further graduate or professional school studies.

Program History

The Accounting Program in the Heider College of Business has been separately accredited by AACSB International since that organization began separate accreditation of accounting programs in 1982. The program has been nationally recognized for the quality of its offerings, its faculty, and its graduates. The majority of students enrolled in the undergraduate program are prepared to sit for the Uniform CPA Examination within four years. The program also offers a Master of Accounting (MAC) degree. The Creighton MAC has two tracks: 1) the traditional graduate track for students entering the program after completion of a baccalaureate degree and 2) the accelerated track for Heider College of Business undergraduate students who complete all requirements for both the BSBA in accounting and the MAC in a continuous 4-year period.

Accounting Program Mission Statement

The Creighton University Department of Accounting exists for students and learning. In the Jesuit tradition, we provide a value-centered, quality accounting education to prepare our students to excel in careers in accounting and business and to become leaders in their profession, in their organizations, and in their communities.

Business Intelligence & Analytics

The degree of Bachelor of Science in Business Administration (BSBA) with Business Intelligence & Analytics (BIA) as the major field of concentration is designed to combine the study of fundamental technical concepts of computer-based business information processing systems with a broad consideration of the organizational and behavioral issues associated with the design and management of such systems. It is designed to prepare students for careers in all areas of information management. Substitution for BIA courses may be made only with the approval from the major advisor and department chair. Students majoring in BIA can choose from three tracks:

- Business Analytics
- Digital Media and Design
- Information Technology

Majors in Accounting

- Accounting (p. 184)

Majors in Business Intelligence & Analytics

- BIA: Business Analytics Track (p. 184)
- BIA: Digital Media Design Track (p. 184)
- BIA: Information Technology Track (p. 184)

BSBA/Master's Accelerated Programs

- Accelerated BSBA-Accounting + Master of Accounting (MAC) (p. 185)

Minors in Business Intelligence & Analytics

- Applied Information Technology (p. 185)

Accounting

Accounting Major requirements: 21 credits

Code	Title	Credits
ACC 313	Intermediate Accounting I	3
ACC 315	Managerial Accounting for Decision Making	3
ACC 319	Intermediate Accounting II	3
ACC 323	Auditing	3
ACC 343	Federal Tax Accounting I	3
ACC 377	Accounting Information Systems	3
Select one of the following (no substitutions allowed):		3
ACC 493	Directed Independent Readings	
ACC 516	Advanced Cost Accounting	
ACC 521	Advanced Accounting	
ACC 523	Advanced Auditing	
ACC 544	Advanced Taxation	
ACC 577	Advanced Accounting Information Systems and Accounting Analytics	
Total Credits		**21**

Note: ACC 491 The Financial and Accounting World: A Campus and Travel Course and ACC 538 International Accounting do not count toward the Accounting major.

Admission to the Accounting Program requires junior standing, no grade lower than "C" in 200-level Accounting courses, and/or permission of the Department Chair. A student whose performance has been marginal or who has not completed enough courses at Creighton to provide a basis for judgment may be accepted with probationary status or deferred until the probability of successfully completing the program can be determined.

BIA: Information Technology Track

Track requirements: 21 credits

Code	Title	Credits
BIA 350	Systems Analysis and Design	3
BIA 354	Data and Information Management	3
BIA 385	Python Programming for Data Analytics	3
BIA 490	Business Intelligence and Analytics Capstone	3
Select nine additional credits in BIA at the 300 level or above (except BIA 330). [1]		9
Total Credits		**21**

[1] Only one of the following three courses may count as an elective for this track: BIA 366 Business Intelligence and Analytics Internship, BIA 491 The Technology World: A Campus and Travel Course, or BIA 492 Practicum in International Development.

All major course substitutions must have Department Chair approval.

BIA: Business Analytics Track

Track requirements: 21 credits

Code	Title	Credits
BIA 350	Systems Analysis and Design	3
BIA 354	Data and Information Management	3
BIA 385	Python Programming for Data Analytics	3
BIA 484	Machine Learning	3
BIA 490	Business Intelligence and Analytics Capstone	3
Business Analytics Track electives (select at least one BIA course from the list below):		6
BIA 366	Business Intelligence and Analytics Internship [1]	
BIA 472	Visual Analytics and Visualization	
BIA 485	Applications of Artificial Intelligence in Business	
Students may choose to take six credits from the track electives listed above to complete their major. If only one of the above track electives is selected, students must choose one of the courses below:		
ACC 577	Advanced Accounting Information Systems and Accounting Analytics	
ECO 418	Econometrics	
DSC 365	Introduction to Data Science	
ECO 515	Business Forecasting	
MKT 361	Marketing Analytics	
Total Credits		**21**

[1] May count as a major elective with the **approval of the Department Chair only**. The internship must be in the analytics area.

All major course substitutions must have Department Chair approval.

BIA: Digital Media and Design Track

Digital Medica and DEsign Track requirements: 21 credits

Code	Title	Credits
BIA 350	Systems Analysis and Design	3
BIA 354	Data and Information Management	3
BIA 385	Python Programming for Data Analytics	3
BIA 490	Business Intelligence and Analytics Capstone	3
Select six credits from the following:		6
GDE 324	Digital Foundations	
GDE 380	Graphic Design	
GDE 381	Graphic Design II	
GDE 423	Interaction Design	
Select three additional credits in BIA at the 300 level or above (except BIA 330).		3
Total Credits		**21**

All major course substitutions must have Department Chair approval.

Applied Information Technology Minor

The Applied Information Technology minor offers the student the opportunity to achieve an understanding of IT concepts, their application, and value creation through the use of technology and information systems. Students will learn about data management, analysis and design of system, data communication concepts, and other related IT topics.

This minor is only available to students who are not in the Heider College of Business.

Minor Requirements: 21 credits

Code	Title	Credits
BIA 253	Management Information Systems	3
BIA 350	Systems Analysis and Design	3
BIA 354	Data and Information Management	3
BIA 375	Business Application Development	3
BIA 385	Python Programming for Data Analytics	3
Select two BIA electives as approved by the advisor (except BIA 330).		6
Total Credits		**21**

BSBA-ACC/MAC Accelerated Program

BSBA-Accounting / Master of Accounting

The BSBA to Master of Accountant (MAC) Accelerated degree 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/or dual enrollment courses, ranging from a total of 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. Students also have the opportunity to pursue a Graduate Business Analytics Certificate in conjunction with their fourth year MAC coursework.

(For illustrative purposes, the table below provides an example of the timing of these courses.)

Course	Title	Credits
Senior		
Fall		
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**

* ACC 577 Advanced Accounting Information Systems and Accounting Analytics may be taken in place of one of these ACC classes.

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 (unless otherwise approved by the program director):

- 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.

- 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 high promise of succeeding in graduate business study. Interviews are not required as part of the admission process.

Business

Students in the Heider College of Business who are pursuing a Bachelor of Arts in Business Administration will select a major from the Accounting and Business Intelligence and Analytics, Economics and Finance, or Marketing and Management offerings.

Students who are not Heider College of Business students may pursue a Business minor or a Certificate in Business Administration. These options provide a good introduction to the general functional areas of business to students who are enrolled in the College of Arts and Sciences, the College of Nursing, or the College of Professional and Continuing Education. Contact the Heider College of Business Undergraduate Advising Office with any questions regarding the minor or certificate in Business Administration.

Minor in Business Administration (p. 186) - *Minor is not available for Heider College of Business students.*

Business Administration Certificate (p. 186) (Undergraduate)

Business Administration Minor

Minor in Business Administration

The Business Administration minor offers the student the opportunity to achieve a basic understanding of business. Students will learn about markets, financial statements, organizational behavior, marketing concepts and strategy, and other areas of interest to the student. **This minor is only available to students who are not in the Heider College of Business.**

Minor in Business Administration Requirements: 18 Credits

Code	Title	Credits
ACC 201	Introduction to Financial Accounting	3
ECO 203	Introductory Microeconomics	3
MGT 271	Organizational Behavior	3
MKT 319	Principles of Marketing	3
Select two of the following:		6
BIA 253	Management Information Systems	
FIN 301	Managerial Finance	
FIN 353	Personal Financial Planning for Financial Planners	
MGT 315	Law for Business Leaders	
Total Credits		**18**

Undergraduate Certificate in Business Administration

Business Administration Certificate (Undergraduate)

A student enrolled **outside** the Heider College of Business who does not plan to earn a bachelor's or master's degree from the Heider College of Business, may earn an undergraduate Certificate in Business Administration. This certificate, along with a bachelor's degree in any discipline, prepares a non-business student for graduate work in the MBA (http://catalog.creighton.edu/graduate/graduate-programs-courses/master-business-administration/), MS-Business Analytics (http://catalog.creighton.edu/graduate/graduate-programs-courses/business-intelligence-analysis/), MFin (http://catalog.creighton.edu/graduate/graduate-programs-courses/finance/), and MIMFA (http://catalog.creighton.edu/graduate/graduate-programs-courses/security-analysis/) programs. Students wishing to complete this program must file an application with the Undergraduate Advising Office in the Heider College of Business.

Business Administration Certificate Requirements: 31 Credits [1]

Code	Title	Credits
ACC 201	Introduction to Financial Accounting	3
ACC 202	Introduction to Managerial Accounting	3
BIA 253	Management Information Systems	3
BIA 261	Business Analytics	4
ECO 203	Introductory Microeconomics	3
ECO 205	Introductory Macroeconomics	3
FIN 301	Managerial Finance	3
MGT 271	Organizational Behavior	3
MGT 315	Law for Business Leaders	3
MKT 319	Principles of Marketing	3
Total Credits		**31**

[1] **Please Note:** The 31 required certificate hours is the maximum number of credits in which a non-business student may enroll in the Heider College of Business.

While no specific mathematics courses are required for the certificate, successful completion of BIA 261 Business Analytics will necessitate mathematical proficiency equivalent to MTH 161 Business Statistics and either MTH 141 Applied Calculus, MTH 245 Calculus I, or MTH 231 Calculus for the Biological Sciences.

Of the 31 required hours, at most 12 hours of transfer credits may be applied toward the Business Administration Certificate. Once a student has matriculated to Creighton, only 6 of the 12 transfer hours allowed may be taken as transient study. In addition, the student must attain a cumulative GPA of 2.0 or better in all business courses.

Degree seeking students who have completed the requirements of the certificate will be awarded the Certificate in Business Administration at the time of graduation. Non-degree seeking students will be awarded the certificate upon completion of the requirements of the certificate.

Economics and Finance

Economics

The degree of Bachelor of Science in Business Administration with Economics as the major field of concentration is designed to acquaint the student with the tools and techniques of economic analysis and the contribution of economic analysis to decision-making in the business firm and to society. Majoring in economics prepares students to analyze individual and firm decisions using research techniques, policymaking methods, and quantitative analysis. Microeconomics predominantly explores individual choices while macroeconomics focuses on the behaviors and interactions of large-scale entities, such as businesses, countries, and governments. An economics major puts students on a path for a wide range of careers, such as jobs in corporate finance, at financial institutions, and at the Federal Reserve, and also prepares students for graduate school programs including law school.

Students majoring in economics must choose one of the following three tracks:

- General Economics (p. 187)
- Applied Business Analysis (p. 188)
- Policy Environment of Business (p. 188)

Finance

The degree of Bachelor of Science in Business Administration with Finance as the major field of concentration focuses on the study of financial institutions, corporate finance, investment management, government, banking, insurance, and personal financial management. Emphasis is on the analysis and development of financial principles in all areas of financial decision-making, as well as career preparation as financial analysts in business and investment management, insurance and banking, and government service. Students are also prepared to attain challenging finance industry designations, such as the CFA charter and the CFP certification.

Students majoring in finance must choose one of the following four tracks:

- Financial Analysis (p. 188)
- Financial Planning (p. 188)
- Financial Services (p. 189)
- Insurance and Risk Management (p. 189)

Finance and Technology (FinTech)

The degree of Bachelor of Science in Business Administration with Finance and Technology as the major field of concentration is designed for those students who have a strong interest in finance and a strong interest in learning about the areas of technology that impact finance-related firms. The FinTech program provides students with the opportunity to complete the rigorous core coursework of a traditional finance major while also developing a solid technical background to complement their finance knowledge. The program is designed to prepare those students interested in traditional and technology-oriented careers in finance.

International Business

The degree of Bachelor of Science in Business Administration with International Business as the major field of concentration is designed for those students who desire a broad-based understanding of international business operations, primarily from the viewpoint of a U.S. business entity. It is also designed to provide an International Business perspective as related to the functional areas of business and to permit experiential learning in a specific world region through study abroad programs. Each student majoring in International Business must experience study abroad, with a minimum of six hours of study overseas, preferably in a region of foreign language expertise of the student. Course work abroad must include three credit hours of business, to be approved by the faculty advisor.

Majors in Economics

- Economics for Heider College of Business Students (BSBA)
  - Economics: General Track (p. 187)
  - Economics: Business Analysis Track (p. 188)
  - Economics: Policy Environment of Business Track (p. 188)
- Economics for College of Arts and Sciences Students (BA) (p. 117)

Majors in Finance

- Finance: Financial Analysis Track (p. 188)
- Finance: Financial Planning Track (p. 188)
- Finance: Financial Services Track (p. 189)
- Finance: Insurance and Risk Management Track (p. 189)

Major in Finance and Technology (FinTech)

- Finance and Technology (p. 189)

Major in International Business

- International Business (p. 189)

BSBA/Master's Accelerated Programs

- Accelerated BSBA-Finance + Master of Investment Management and Financial Analysis (MIMFA) (p. 196)
- Accelerated BSBA-Finance + Master of Financial Planning and Financial Psychology (MFPP) (p. 197)

Minor in Economics

- Economics (p. 189)

Economics (BSBA): General Track

track requirements: 18 credits

Code	Title	Credits
ECO 303	Intermediate Microeconomics	3
ECO 305	Intermediate Macroeconomics	3
ECO 418	Econometrics	3
or ECO 508	History of Political Economy	
Select nine additional credits in ECO at the 300 level or above. [1]		9
Total Credits		**18**

[1] ECO 518 Comparative Economic Systems, ECO 528 International Economic Development, or ECO 538 International Economics fulfills the Global and Cross-Cultural Business requirement and may also serve as a major elective.

Economics (BSBA): Applied Business Analysis Track

Economics: Applied Business Analysis Track Requirements: 18 Credits

Code	Title	Credits
ECO 303	Intermediate Microeconomics	3
ECO 305	Intermediate Macroeconomics	3
ECO 418	Econometrics	3
ECO 515	Business Forecasting	3
Select three additional credits in ECO at the 300 level or above. [1]		3
Select three additional credits from the list below:		3
Any ECO course at the 300 level or above not already selected above.		
BIA 354	Data and Information Management	
BIA 484	Machine Learning	
FIN 325	Investment Analysis	
MKT 361	Marketing Analytics	
MTH 350	Applied Linear Algebra and Differential Equations	
Total Credits		**18**

[1] ECO 518 Comparative Economic Systems Comparative Economic Systems, ECO 528 International Economic Development International Economic Development, or ECO 538 International Economics International Economics fulfills the Global and Cross-Cultural Business requirement and may also serve as a major elective.

Economics (BSBA): Policy Environment of Business Track

Policy Environment of Business Analysis Track Requirements: 18 Credits

Code	Title	Credits
ECO 303	Intermediate Microeconomics	3
ECO 305	Intermediate Macroeconomics	3
ECO 508	History of Political Economy	3
Select three additional credits in ECO at the 300 level or above. [1]		3
Select six additional credits from the list below:		6
ECO 318	Economics of Public Finance	
ECO 328	Public Choice	
ECO 353	Environmental Economics	
ECO 513	Health Economics	
MGT 415	Advanced Law for Business Leaders	
Total Credits		**18**

[1] ECO 518 (https://catalog.creighton.edu/search/?P=ECO%20518) Comparative Economic Systems, ECO 528 (https://catalog.creighton.edu/search/?P=ECO%20528) International Economic Development, or ECO 538 (https://catalog.creighton.edu/search/?P=ECO%20538) International Economics fulfills the Global and Cross-Cultural Business requirement and may also serve as a major elective.

Finance: Financial Analysis Track

Track requirements: 21 credits

Code	Title	Credits
FIN 325	Investment Analysis	3
FIN 350	Financial Statement Analysis	3
FIN 401	Advanced Managerial Finance	3
FIN 425	Security Analysis and Portfolio Management	3
or FIN 436	Portfolio Practicum II	
FIN 505	Financial Modeling	3
Select six additional credits of any courses numbered 300 level or above in FIN (except FIN 301) or ACC, or MIM courses (with approval of Department Chair and course instructor).		6
Total Credits		**21**

[1] FIN 558 International Financial Management fulfills the Global and Cross-Cultural Business requirement and may also serve as a major elective.

The Financial Analysis Track is the path to the BSBA in Finance / Master of Investment Management and Financial Analysis (MIMFA) Bachelor's to Accelerated Master's Program (p. 196). Students in the program can earn both degrees in five years.

Finance: Financial Planning Track

Track requirements: 21 credits

Code	Title	Credits
FIN 325	Investment Analysis	3
FIN 340	Principles of Insurance	3
FIN 353	Personal Financial Planning for Financial Planners	3
FIN 511	Retirement Planning and Employee Benefits	3
FIN 512	Estate Planning and Taxation	3
FIN Elective (300 or higher except FIN 301) [1]		3
FIN or ACC Elective (300 or higher except FIN 301) [1]		3
Total Credits		**21**

[1] FIN 558 International Financial Management fulfills the Global and Cross-Cultural Business requirement and may also serve as a major elective.

Students who complete this track by selecting ACC 343 and FIN 458 as the two electives will be eligible to sit for the Certified Financial Planner (CFP®) exam. The completion of this track with these seven specific courses meets the CFP Board's Certification coursework requirements.

Finance: Financial Services Track

Track requirements: 21 credits

Code	Title	Credits
FIN 325	Investment Analysis	3
FIN 340	Principles of Insurance	3
FIN 353	Personal Financial Planning for Financial Planners	3
FIN 361	Financial Institutions Management	3
Any 300-level Marketing course (except MKT 319)		3
Select six additional credits of any courses numbered 300 level or above in FIN (except FIN 301), or MIM courses (with approval of Department Chair and course instructor). [1]		6
Total Credits		**21**

[1] FIN 558 International Financial Management fulfills the Global and Cross-Cultural Business requirement and may also serve as a major elective.

Finance: Insurance and Risk Management Track

Track requirements: 21 credits

Code	Title	Credits
BIA 484	Machine Learning	3
or DSC 366	Machine Learning	
FIN 325	Investment Analysis	3
FIN 340	Principles of Insurance	3
FIN 425	Security Analysis and Portfolio Management	3
or FIN 436	Portfolio Practicum II	
MTH 561	Mathematical Statistics I [1]	3
Select three additional credits in FIN at the 300 level or above (except FIN 301).		3
Select one of the following:		3
DSC 365	Introduction to Data Science	
ECO 418	Econometrics	
ECO 513	Health Economics	
MTH 350	Applied Linear Algebra and Differential Equations	
MTH 562	Mathematical Statistics II	
Total Credits		**21**

[1] Students are strongly encouraged to take MTH 245 Calculus I to meet their BSBA Mathematical Reasoning requirement, as it is a prerequisite for MTH 246 Calculus II, which in turn is a prerequisite for MTH 561 Mathematical Statistics I.

Finance and Technology Major

Major requirements: 30 credits

Code	Title	Credits
BIA 354	Data and Information Management	3
BIA 375	Business Application Development	3
BIA 385	Python Programming for Data Analytics	3
BIA 450	Blockchain	3
BIA 484	Machine Learning	3
FIN 325	Investment Analysis	3
FIN 355	Foundations of FinTech	3
FIN 361	Financial Institutions Management	3
FIN 425	Security Analysis and Portfolio Management	3
or FIN 436	Portfolio Practicum II	
Select one of the following:		3
FIN 366	Finance Internship [1]	
FIN 401	Advanced Managerial Finance	
FIN 435	Portfolio Practicum I	
FIN 505	Financial Modeling	
ECO 418	Econometrics	
Total Credits		**30**

[1] Approved internship must be FinTech related.

International Business Major

Major requirements: 18 credits

Code	Title	Credits
ACC 538	International Accounting	3
ECO 538	International Economics	3
MGT 373	International Management	3
MKT 363	Global Marketing	3
FIN 558	International Financial Management	3
Select one pre-approved International Business course [1]		3
Total Credits		**18**

[1] The pre-approved International Business course may be taken abroad or in residence, and must be pre-approved by the major advisor. All courses taken abroad must be reviewed and pre-approved before departure.

Completing any one of the five prescribed courses above fulfills the Global and Cross-Cultural Business requirement.

International Business majors must also: 1) take two language courses from the same region, level 112 and 225 minimum; 2) study abroad for a semester or summer and take at least six credits at the host institution; and 3) at least one of the two courses (minimum) taken abroad must be a business course.

Students who score above the 225 level on the departmental placement exam have three options for fulfilling the language requirement: 1) take two language courses above their proficiency level (as demonstrated by the student's placement score); 2) take two language courses in a new language at any level; or 3) take one language course above their proficiency level and one language course in a new language at any level.

Economics Minor

The Economics minor offers the student the opportunity to achieve a basic understanding of the economic fundamentals at work in actions by individuals, firms, and governments. Students will examine resource allocation, income distribution, production, employment, and prices in a market economy.

Minor requirements: 18 credits

Code	Title	Credits
ECO 203	Introductory Microeconomics	3
ECO 205	Introductory Macroeconomics	3
ECO 303	Intermediate Microeconomics	3
ECO 305	Intermediate Macroeconomics	3
Select six credits of economics electives 300 level or higher.		6
Total Credits		**18**

Marketing and Management

Management

For the degree of Bachelor of Science in Business Administration (BSBA) with Management as the major field of concentration, students must choose one of the following five tracks:

- Business Ethics (p. 191)
- Entrepreneurship (p. 192)
- Human Resource Management (p. 192)
- Military Management (ROTC students only) (p. 193)
- 4-Year Pre-Law (p. 193)

Marketing

The degree of Bachelor of Science in Business Administration with Marketing as the major field of concentration is a program designed for students interested in careers in marketing (and related fields), providing preparation for jobs in branding, advertising, retailing, public relations, digital marketing, media design, marketing research, data analytics, marketing strategy, sales, product management, and services marketing, among many others. No more than six credit hours may be counted toward both a marketing major and any other major or track within the business school. Substitutions for marketing electives may be made only with the formal approval of the Department Chair. Students considering marketing as a major are advised to take MKT 319 Principles of Marketing before the fall semester of their junior year.

Students majoring in Marketing must choose one of the following four tracks:

- General Marketing (p. 190)
- Strategic Communications (p. 190)
- Customer Analytics (p. 191)
- Sports Business (p. 191)

Majors in Management

- Management: Business Ethics Track (p. 191)
- Management: Entrepreneurship Track (p. 192)
- Management: Human Resources Management Track (p. 192)
- Management: Military Management Track (ROTC students only) (p. 193)
- Management: 4-Year Pre-Law Trac (p. 193)k

Majors in Marketing

- Marketing: General Marketing Track (p. 190)
- Marketing: Strategic Marketing Track (p. 190)
- Marketing: Customer Analytics Track (p. 191)
- Marketing: Sports Business Track (p. 191)

BSBA/M.S. Accelerated Programs

- Accelerated BSBA-Management + MS-Integrative Health and Wellness (p. 198)
- Accelerated BSBA-Management + MS-Organizational Leadership (p. 199)
- Accelerated BSBA-Marketing + MS-Organizational Leadership (p. 199)

Minors in Management

- Entrepreneurship (p. 193)
- Marketing (p. 193)

Marketing: General Track

The General Marketing Track within the Marketing Major combines nine credits of required courses with nine credits of upper-level marketing electives chosen by the student. This track is designed to provide students with added flexibility to tailor their major experience to their specific interests in the field of Marketing.

Marketing: General Track requirements: 18 credits

Code	Title	Credits
MKT 333	Consumer and Market Behavior	3
MKT 343	Marketing Research	3
MKT 473	Marketing Management: Policy and Strategy	3
Select nine additional credits in MKT at the 300 level or above (except MKT 319). [1]		9
Total Credits		**18**

[1] MKT 363 Global Marketing fulfills the Global and Cross-Cultural Business requirement and may also serve as a major elective only for students in the General Marketing Track.

NOTE: Students performing a marketing-specific role in BUS 436 iJay Practicum II may seek Department Chair approval to count BUS 436 iJay Practicum II as an elective for the General Marketing Track. BUS 435 iJay Practicum I and MKT 435 Agency Practicum I cannot be used to fulfill a major elective in the General Marketing Track.

Marketing: Strategic Communications Track

The Strategic Communications Track within the Marketing Major focuses on the pivotal role that marketing communications play in carrying out strategic promotional objectives and activities. The track is designed for students interested in the development, implementation, and/or management of marketing strategies and activities related to promotion, advertising, branding, public relations, media design, content creation, sales, social media, sponsorship, influencer marketing, media planning, and other emerging forms of marketing communications.

Strategic Communications Track Requestions: 18 Credits

Code	Title	Credits
Marketing core required courses:		
MKT 333	Consumer and Market Behavior	3
MKT 343	Marketing Research	3
MKT 473	Marketing Management: Policy and Strategy	3
Strategic Communications required courses:		
MKT 353	Advertising and Promotion	3
MKT 377	Public Relations	3
Strategic Communications elective course (select one from the list below):		**3**
MKT 335	Sales Management	
MKT 433	Digital Marketing	
MKT 436	Agency Practicum II	
GDE 324	Digital Foundations	
GDE 380	Graphic Design	
JRM 327	Social Media	
JRM 341	Public Relations Writing	
JRM 347	Media Strategy	
JRM 433	Advertising Copywriting and Design	
Total Credits		**18**

Note MKT 363 Global Marketing and MKT 366 Marketing Internship may not serve as a major elective for the Strategic Communications Track.

Note: Students performing a Strategic Communications-specific role in BUS 436 iJay Practicum II may seek Department Chair approval to count BUS 436 iJay Practicum II as an elective for the Strategic Communications Track. BUS 435 iJay Practicum I and MKT 435 Agency Practicum I cannot be used to fulfill a major elective for the Strategic Communications Tracks.

Marketing: Customer Analytics Track

The Customer Analytics Track within the Marketing Major focuses on the research component of the marketing discipline (data collection, organization, analysis, and interpretation). It is designed for students interested in marketing research, consumer insights, customer analytics, or graduate work in marketing.

Marketing: Customer Analytics Track Requirements: 18 Credits

Code	Title	Credits
Marketing Core required courses:		
MKT 333	Consumer and Market Behavior	3
MKT 343	Marketing Research	3
MKT 473	Marketing Management: Policy and Strategy	3
Customer Analytics required course:		
MKT 361	Marketing Analytics	3
Customer Analytics Electives (select two from the list of courses below):		**6**
BIA 354	Data and Information Management	
BIA 385	Python Programming for Data Analytics	
BIA 484	Machine Learning	
ECO 418	Econometrics	
FIN 505	Financial Modeling	
MKT 433	Digital Marketing	
Total Credits		**18**

NOTE: MKT 363 Global Marketing and MKT 366 Marketing Internship may not service as a major elective for the Customer Analytics Track.

Marketing: Sports Business Track

The Sports Business Track within the Marketing Major is designed for students who wish to prepare for marketing opportunities in a sports business context (e.g., team sports, sporting events, sports facilities, corporate sponsorship, sports manufacturing, sports retailing).

Marketing: Sports Business Track (18 Credits)

Code	Title	Credits
Marketing Core required courses:		
MKT 333	Consumer and Market Behavior	3
MKT 343	Marketing Research	3
MKT 473	Marketing Management: Policy and Strategy	3
Sports Business required course:		
MKT 453	Sports Marketing	3
Sports Business Electives (select two from the list of courses below):		**6**
ECO 333	Economics of Sports	
MKT 335	Sales Management	
MKT 353	Advertising and Promotion	
MKT 355	Service and Experience Marketing	
MKT 361	Marketing Analytics	
MKT 377	Public Relations	
MKT 433	Digital Marketing	
Total Credits		**18**

NOTE: MKT 363 Global Marketing and MKT 366 Marketing Internship may not serve as a major elective for the Sports Business Track.

Management: Business Ethics Track

Track requirements: 18 credits

Code	Title	Credits
ECO 528	International Economic Development	3
Select one of the following:		3
MGT 341	Advanced Organizational Behavior	
MGT 479	Seminar in Management	
PSY 369	Organizational Psychology	
Select twelve credits from the following: [1]		12
ACC 323	Auditing	
ANT 455	Food, Society, and Environment	
BIA 354	Data and Information Management	
EVS 354	Environmental Ethics	
FIN 343	Social Insurance and Economic Security	
JRM 438	Media Ethics and Law	
MGT 373	International Management [2]	
PHL 331	Moral Philosophy	
PHL 348	Philosophy of Feminism	
PHL 351	Introduction To Chinese Philosophy	

PHL 353	Introduction to Buddhism
PHL 354	Environmental Ethics
PHL 355	Science, Technology, and Values
PHL 358	Social And Political Philosophy
PHL 359	History of Ethics
PHL 368	Moral Psychology
PHL 459	Marxism
PHL 482	Race In America: Idea And Reality
PLS 340	International Politics
PSY 344	Social Psychology
SOC 309	The Urban Social System
THL 572	Ethics and Spirituality
Electives must be approved by the Marketing and Management Department Chair.	
Total Credits	**18**

[1] Courses should adhere to a unified theme that complements the student's business education in the areas of ethics and social responsibility. For example, a student interested in ethics across business disciplines might take ACC 323 Auditing, FIN 343 Social Insurance and Economic Security, BIA 354 Data and Information Management, and MGT 373 International Management. PHL 353 Introduction to Buddhism, PHL 368 Moral Psychology, and THL 572 Ethics and Spirituality. Other combinations are possible. A student wanting help with options should seek guidance from a Business Ethics professor.

[2] MGT 373 International Management fulfills the Global and Cross-Cultural Business requirement and may also serve as a major elective.

Management: Entrepreneurship Track

Students in the Management: Entrepreneurship track develop the knowledge needed to compete in the entrepreneurial eco-system. They learn macro entrepreneurial concepts related to history, creativity, idea development, and the pathways to entrepreneurship. Students take on micro entrepreneurial concepts and apply this knowledge to develop an entrepreneurial toolkit of skills related to strategy, organization, marketing, financial acumen, and leadership. The curriculum includes a variety of specialized electives and culminates with a capstone course where students create, develop, and pitch their own entrepreneurial venture paving the way for them to hit the ground running as entrepreneurs.

Management: Entrepreneurship Track requirements: 18 credits

Code	Title	Credits
ENT 311	Innovation and Creativity	3
ENT 411	The Entrepreneurial Toolkit	3
ENT 473	Venture Creation and Development	3
Select one of the following ENT courses:		**3**
ENT 366	Entrepreneurship Internship	
ENT 451	Vocation of the Business Leader	
ENT 475	Entrepreneurship Incubator	
ENT 492	Practicum in International Development	
ENT 551	Sustainable Enterprise and Social Entrepreneurship	
ENT 555	Renewable Energy Strategy	
Or select any three additional credits in ENT at the 300 level or above.		
Select one of the following MKT courses:		**3**
MKT 333	Consumer and Market Behavior	
MKT 335	Sales Management	
MKT 343	Marketing Research	
MKT 363	Global Marketing	
Or select any three credits in MKT at 300 level or above (except MKT 319).		
Elective		**3**
Additional three credits from any department in the University chosen in consultation with an ENT faculty member and approved by Department Chair.		
Total Credits		**18**

Management: Human Resource Management Track

The Management: Human Resource Track provides students with the tangible skills needed to positively and strategically impact the employee lifecycle in an organization. Students will learn about the function of human resources in organizations as well as dive deep into a few of the functional areas including Recruitment & Selection and Training & Development. Students will also engage in skill building to navigate conflict inherent in the role of a Human Resource professional. Students in this track can look forward to jobs as a Compensation Specialist, Employee Relations Manager, Human Resources Manager, Human Resources Specialist, Labor Relations Specialist, Recruiter, or Training Specialist.

Human Resources Track requirements: 18 credits

Code	Title	Credits
MGT 351	Human Resources Management	3
MGT 365	Strategic Conflict Management	3
MGT 421	Recruitment and Selection	3
MGT 431	Training and Development	3
Select six credits from the following:		6
COM 320	Leadership: Theories, Styles, And Skills	
COM 361	Interpersonal Communication	
COM 362	Small Group Communication	
COM 463	Communication Consulting	
MGT 366	Human Resources Internship	
MGT 479	Seminar in Management	
PSY 344	Social Psychology	
PSY 353	Industrial Psychology	
PSY 423	Psychological Assessments	
Other courses may be included with approval of the Department Chair. [1]		
Total Credits		**18**

[1] MGT 373 International Management fulfills the Global and Cross-Cultural Business requirement and, with Department Chair approval, may also serve as a major elective.

Military Management Track

Military management Track requirements: 17 credits (open only to ROTC students)

Code	Title	Credits
MIL 300	Leadership Laboratory III	0
MIL 301	Adaptive Team Leadership	3
MIL 302	Training Management and the Warfighting Functions	3
MIL 351	Advanced Leadership Camp	3
MIL 400	Leadership Laboratory IV	1
MIL 401	Mission Command and Advanced Leadership	2
MIL 402	Military Management Seminar	2
MGT 479	Seminar in Management	3
Total Credits		**17**

Management: 4-Year Pre-Law Track

Track requirements: 18 credits

Code	Title	Credits
MGT 365	Strategic Conflict Management	3
MGT 415	Advanced Law for Business Leaders	3
Select twelve credits from the following:		12
ACC 343	Federal Tax Accounting I	
ACC 544	Advanced Taxation	
BUS 366	Business Internship	
COM 321	Persuasion	
LAW 448	Law and Economics	
MGT 351	Human Resources Management	
NCR 690	Family Systems in Conflict	
PLS 320	Law, Courts, and Politics	
PLS 337	Constitutional Law	
PLS 338	Rights, Liberties, and Justice	
PHL 390	Philosophy of Law [1, 2]	
or PLS 390	Philosophy of Law	
PSY 363	Psychology and the Law	
SOC 423	Law and Society	
Total Credits		**18**

1. Only three credits may count toward the Pre-Law major and the Legal Studies Kingfisher Concentration.
2. Only three credits may count toward the Pre-Law major and the Political Science Kingfisher Concentration.

Entrepreneurship Minor

Students in the Entrepreneurship Minor enrich their primary major knowledge with entrepreneurial skills that will serve them immediately and as they contemplate becoming an entrepreneur. Students will gain knowledge in basic business disciplines; exposure to macro and micro entrepreneurial concepts; and the experience of creating, developing, and pitching their own venture.

This minor is open to all students at Creighton University.

Entrepreneurship Minor requirements: 18 credits

Code	Title	Credits
ECO 203	Introductory Microeconomics	3
MKT 319	Principles of Marketing	3
ENT 311	Innovation and Creativity	3
ENT 411	The Entrepreneurial Toolkit	3
ENT 473	Venture Creation and Development	3
Select one of the following:		**3**
ENT 366	Entrepreneurship Internship	
ENT 451	Vocation of the Business Leader	
ENT 475	Entrepreneurship Incubator	
ENT 492	Practicum in International Development	
ENT 551	Sustainable Enterprise and Social Entrepreneurship	
ENT 555	Renewable Energy Strategy	
Or select three credits in ENT at the 300 level or above not otherwise included in the list of required courses.		
Total Credits		**18**

Marketing Minor

The Marketing Minor allows non-Heider College of Business students to immerse themselves more fully in the field of marketing. Students will understand marketing principles and develop relevant skills that will help them in their professional careers.

This minor is only available to students who are not in the Heider College of Business.

Marketing Minor Requirements: 18 Credits

Code	Title	Credits
MKT 319	Principles of Marketing	3
MKT 333	Consumer and Market Behavior	3
MKT 343	Marketing Research	3
Select nine credits of MKT at the 300 level or higher (excluding MKT 366 and MKT 473)		9
Total Credits		**18**

Kingfisher Concentrations

Kingfisher concentrations for Heider College of Business students

A unique feature of the Heider Business Core is the required Kingfisher Concentration, named after Creighton's Kingfisher Institute, whose vision is that "liberal arts and professional education complement and reinforce one another." The purpose is to encourage students to find an area of depth that supports growth in at least one Heider Mindset, allows personalization of liberal arts coursework, and complements a student's choice of major. Heider College of Business students must complete at least nine credit hours (typically three courses) drawn from one of the available Kingfisher Concentration options offered by the College of Arts & Sciences. When choosing a Kingfisher Concentration, students are encouraged to seek guidance from their academic advisor.

Students may not pursue a Kingfisher Concentration (KC) and Heider major in the same discipline unless the student completes a second major. Students may otherwise count KC courses toward completion of

a major or minor. Where applicable, students may double-count Magis Common Core courses toward their KC. Students may apply no more than one course taken outside of Creighton toward a KC.

Heider students must declare a Kingfisher Concentration and are strongly encouraged to do so prior to the end of the first semester of their junior year and no later than prior to filing the Application for Degree in their final semester.

Kingfisher Concentrations for Heider College of Business (BSBA) students, offered by the College of Arts & Sciences, may be accessed here (p. 142).
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Kingfisher concentrations for non-heider college of Business students

Students from the other undergraduate colleges may pursue any of the following Heider College of Business Kingfisher Concentrations, given appropriate advising and approval.

Introduction to Business (p. 195)

Economics - Non Heider Students (p. 194)

Entrepreneurship (p. 194)

Finance (p. 194)

Human Resources (p. 194)

Marketing (p. 195)

Technology in Business (p. 195)

Kingfisher: Economics - Non Heider Students

The Economics Kingfisher Concentration offers students the opportunity to gain a preliminary understanding of economic fundamentals at work in actions by individuals, firms, and governments. Completion of this concentration provides partial fulfillment of the Economics Minor.

This version of the Economics Kingfisher Concentration is available only to students outside the Heider College of Business.

Kingfisher: Economics requirements (9 credits)

Code	Title	Credits
ECO 203	Introductory Microeconomics	3
Select six credits of economics electives.		6
Total Credits		**9**

Kingfisher Concentration Economics - Heider College of Business Students

The Economics Kingfisher Concentration offers students the opportunity to gain a deeper understanding of economics concepts and applications beyond the Heider Business Core requirements of ECO 203 and ECO 205.

This version of the Economics Kingfisher Concentration is available only to students enrolled in the Heider College of Business.

Heider College of Business students may not pursue a Kingfisher Concentration (KC) and a major in the same discipline unless the student completes a second major. Thus, a Heider College of Business student may only pursue an Economics Kingfisher Concentration and an Economics (BSBA) major if they also pursue an additional major.

Kingfisher: Economics Requirements for Heider College of Business Students (9 credits)

Code	Title	Credits
Choose nine credits in ECO at the 300 level or higher.		9
Total Credits		**9**

Kingfisher: Entrepreneurship

The Entrepreneurship Kingfisher Concentration offers students the opportunity to gain a preliminary understanding of and context for entrepreneurship. Completion of this concentration provides partial fulfillment of the Entrepreneurship Minor.

This Kingfisher Concentration is only available to students who are not in the Heider College of Business.

Kingfisher: Entrepreneurship requirements (9 credits)

Code	Title	Credits
ECO 203	Introductory Microeconomics	3
ENT 311	Innovation and Creativity	3
ENT 411	The Entrepreneurial Toolkit	3
Total Credits		**9**

Kingfisher: Finance

The Finance Kingfisher Concentration offers students the opportunity to gain a preliminary understanding of finance concepts and their application.

This Kingfisher Concentration is only available to students who are not in the Heider College of Business.

Kingfisher: Finance requirements (9 credits)

Code	Title	Credits
FIN 353	Personal Financial Planning for Financial Planners	3
Select six credits from finance electives		6
Total Credits		**9**

Kingfisher: Human Resources

The Human Resources Kingfisher Concentration offers students the opportunity to gain a preliminary understanding of the field of human resource management.

This Kingfisher Concentration is only available to students who are not in the Heider College of Business.

Kingfisher: Human Resources requirements (9 credits)

Code	Title	Credits
MGT 271	Organizational Behavior	3
MGT 351	Human Resources Management	3
Select one of the following:		3
MGT 421	Recruitment and Selection	

MGT 431	Training and Development	
Total Credits		**9**

Kingfisher: Introduction to Business

The Introduction to Business Kingfisher Concentration offers students the opportunity to gain a preliminary understanding of business practice. Completion of this concentration provides partial fulfillment of the Business Administration Minor (18 credits) and the Business Administration Certificate (31 credits).

This Kingfisher Concentration is only available to student who are not in the Heider College of Business.

Kingfisher: Introduction to Business requirements (9 credits)

Code	Title	Credits
ACC 201	Introduction to Financial Accounting	3
ECO 203	Introductory Microeconomics	3
Select one of the following:		3
BIA 253	Management Information Systems	
MGT 271	Organizational Behavior	
MGT 315	Law for Business Leaders	
FIN 301	Managerial Finance	
MKT 319	Principles of Marketing	
Total Credits		**9**

Kingfisher: Marketing

The Marketing Kingfisher Concentration offers students the opportunity to gain a preliminary of marketing principles and their application.

This Kingfisher Concentration is only available to students who are not in the Heider College of Business.

KINGFISHER: MARKETING REQUIREMENTS (9 CREDITS)

Code	Title	Credits
MKT 319	Principles of Marketing	3
Select two of the following:		6
MKT 333	Consumer and Market Behavior	
MKT 335	Sales Management	
MKT 343	Marketing Research	
MKT 353	Advertising and Promotion	
MKT 361	Marketing Analytics	
MKT 363	Global Marketing	
MKT 377	Public Relations	
MKT 433	Digital Marketing	
MKT 435	Agency Practicum I	
MKT 453	Sports Marketing	
Total Credits		**9**

Kingfisher: Technology in Business

The Technology in Business Kingfisher Concentration offers students the opportunity to gain a preliminary understanding of information technology concepts and their application. Completion of this concentration provides partial fulfillment of the Applied Information Technology Minor.

This Kingfisher Concentration is only available to students who are not in the Heider College of Business.

Kingfisher: Technology in Business requirements (9 credits)

Code	Title	Credits
BIA 253	Management Information Systems	3
BIA 350	Systems Analysis and Design	3
BIA 354	Data and Information Management	3
Total Credits		**9**

BSBA Accelerated Programs

Accelerated BSBA to Master's Programs

Creighton University also offers accelerated Master's Programs that stem from majors in the Heider College of Business. These programs allow students to earn a BSBA and a Master of Science degree in a shorter amount of time than doing both programs separately.

- Accelerated BSBA-Accounting + Master of Accounting (p. 185)
- Accelerated BSBA-Finance + Master of Investment Management and Financial Analysis (p. 196)
- Accelerated BSBA-Financial Planning + Master of Financial Planning and Financial Psychology (p. 197)
- Accelerated BSBA-Management + MS-Organizational Leadership (p. 199)
- Accelerated BSBA-Management + MS-Integrative Health and Wellness (p. 198)
- Accelerated BSBA-Marketing + MS-Organizational Leadership (p. 199)

BSBA-ACC/MAC Accelerated Program

BSBA-Accounting / Master of Accounting

The BSBA to Master of Accountant (MAC) Accelerated degree 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/or dual enrollment courses, ranging from a total of 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. Students also have the opportunity to pursue a Graduate Business Analytics Certificate in conjunction with their fourth year MAC coursework.

(For illustrative purposes, the table below provides an example of the timing of these courses.)

Course	Title	Credits
Senior		
Fall		
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**

* ACC 577 Advanced Accounting Information Systems and Accounting Analytics may be taken in place of one of these ACC classes.

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 (unless otherwise approved by the program director):

- 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.

- 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 high promise of succeeding in graduate business study. Interviews are not required as part of the admission process.

BSBA-FIN (Financial Analysis)/ MIMFA Accelerated Program

BSBA, Finance-Financial Analysis / MIMFA

The BSBA to MIMFA Accelerated program provides an efficient progression to complete the BSBA in Finance (concentration in Financial Analysis) and the Master of Investment Management and Financial Analysis (MIMFA) in an accelerated time frame. The accelerated program enables undergraduate students to begin taking MIMFA 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: Finance Analysis Track program may apply up to six credit hours of MIMFA coursework to both their BSBA degree (as electives) and to the MIMFA master's degree.

Students in the BSBA to MIMFA Accelerated program will enroll in twelve graduate credit hours during their final two to four semesters as a BSBA undergraduate within the MIMFA program. Six of these credits apply to the requirements for both the BSBA degree and the MIMFA graduate program. An additional six credit hours of master's level coursework taken during the final two semesters as a Creighton undergraduate will apply to the requirements of the MIMFA degree only. (For illustrative purposes, the table below provides an example of the timing of these courses.) In conjunction with entering the MIMFA program, students will be required to complete an online on-boarding class for all Creighton graduate students.

1. BSBA - Financial Analysis requirements (p. 188)
   The following courses are required for the Financial Analysis track and are a necessary part of this accelerated dual degree program:
   FIN 350 Financial Statement Analysis
   FIN 505 Financial Modeling
2. The following courses should be taken during the final semesters of the BSBA degree:
   FIN 558 International Financial Management
   ECO 303 Intermediate Microeconomics
   MIM 722 Fixed Income and Derivatives I
   MIM 724 Quantitative Analysis

3. MIMFA requirements (http://catalog.creighton.edu/graduate/graduate-programs-courses/security-analysis/master-security-analysis-portfolio-management-campus-based/)

The following courses are required of the MIMFA degree and will be completed as a graduate student after being admitted to the MIMFA program:

Course	Title	Credits
Fall		
MIM 734	Equity Analysis	3
MIM 738	Financial Statement Analysis II	3
Graduate elective approved by MIM program director		3
	Term Credits	**9**
Spring		
MIM 720	Ethical and Professional Standards	3
MIM 736	Fixed Income and Derivatives II	3
MIM 740	Portfolio Management	3
	Term Credits	**9**
	Total Credits	**18**

Notes:

This is a sample schedule. The list of classes that must be completed won't change but there is some possible flexibility as to timing. Students should consult with their academic advisor regarding these options.

MIM 730 is normally a requirement for the MIMFA program. Students in this accelerated program may have MIM 730 waived if FIN 350 and FIN 505 are taken as an undergraduate, where FIN 505 must be taken for graduate credit.

MIM 732 is normally a requirement for the MIMFA program. Students in this accelerated program may have MIM 732 waived if ECO 303 and FIN 558 are taken as an undergraduate. where FIN 558 must be taken for graduate credit.

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: FIN major (Financial Analysis Track) in good standing at Creighton University.
- Students must have completed a minimum total of 96 credit hours at the time of admission, with at least 12 credit hours earned at Creighton.
- Students must have achieved a minimum cumulative Creighton GPA of 3.5 overall.
- Students must apply to the Graduate School prior to commencing their final 18 hours of graduate credit in the Accelerated program.
- No GMAT is required if students have achieved the minimum GPA requirement and have made sufficient progress towards their Financial Analysis track major. The GMAT will be required for students who do not meet the minimum GPA standards.

BSBA-FIN (Financial Planning)/MFPP Accelerated Program

BSBA, Financial Planning / Master of Financial Planning and Financial Psychology

The Bachelor of Science in Business Administration to Master of Financial Planning and Financial Psychology (MFPP) Accelerated program provides an efficient progression to complete the BSBA in Finance (concentration in Financial Planning) and the Master of Financial Planning and Financial Psychology (MFPP) in an accelerated time frame. The accelerated program enables undergraduate students to begin taking MFPP 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: Financial Planning Track program may apply up to six credit hours of MFPP coursework to both their BSBA degree and to the MFPP master's degree.

BSBA - Financial Planning track requirements

Code	Title	Credits
Required Courses for the Financial Planning track and the BSBA/MFPP Accelerated Dual Degree program:		
FIN 325	Investment Analysis [2]	3
FIN 340	Principles of Insurance [2]	3
FIN 353	Personal Financial Planning for Financial Planners [1]	3
FIN 511	Retirement Planning and Employee Benefits [3]	3
FIN 512	Estate Planning and Taxation [3]	3
FIN Elective (300 or higher, except FIN 301)		3
FIN or ACC Elective (300 or higher except FIN 301)		3
Total Credits		**21**

MFPP - Master of Financial Planning and Financial Psychology Requirements

Code	Title	Credits
Personal Financial Planning Core		
MFP 751	Personal Financial Planning [1]	3
MFP 752	Personal Insurance Risk Management [2]	3
MBA 715	Investment Value and Theory [2]	3
FIN 511	Retirement Planning and Employee Benefits [3]	3
FIN 512	Estate Planning and Taxation [3]	3
MBA 739	Tax Theory and Business Decisions [4]	3
MFP 758	Case Studies in Financial Planning [5]	3
Financial Psychology/Behavioral Finance Core		
MFP 753	Applied Behavior Finance	3
MFP 754	Introduction to Financial Psychology	3
MFP 755	Personal Financial Psychology	3
MFP 756	Psychology of Family Finances	3
Total Credits		**33**

1 As a result of taking FIN 353 to meet BSBA requirements, students following the accelerated dual-degree program are exempt from taking MFP 751. However, to meet the MFP 33 credit hour requirement, students will need to take a graduate elective in its place.

2 As a result of taking FIN 325 and FIN 340 to meet BSBA requirements, students following the accelerated dual-degree program are exempt

from taking MBA 715 and MFP 752. However, to meet the MFP 33 credit hour requirement, students will need to take two graduate electives in their place.

[3] Students will take FIN 511 and FIN 512 and earn both undergraduate and graduate credit. These courses are typically taken in the senior year; FIN 511 in the fall semester and FIN 512 in the spring semester. Students must apply to take these courses for graduate credit before taking the courses. When taken as graduate credit, these two classes will count toward both the BSBA and MFP degree requirements.

[4] Students who complete ACC 343 as part of their undergraduate studies are exempt from taking MBA 739. However, to meet the MFP 33 credit hour requirement, students will take a graduate elective in its place.

[5] Students who complete FIN 458 as part of their undergraduate studies are exempt from taking MFP 758. However, to meet the MFP 33 credit hour requirement, students will take a graduate elective in its place.

BSBA students will take two required MFPP degree program courses (not including FIN 511 and FIN 512) during their senior year, typically one course in the fall semester and one course in the spring semester. The suggested course is MFP 739 in the fall semester and MFP 755 in the spring semester.

The remaining degree requirement for the MFPP graduate program are to be completed in the 5th year as a graduate student after being admitted to the MFPP program. A sample schedule might look like:

Code	Title	Credits
SAMPLE SCHEDULE		
Summer After Undergraduate Graduation		
Graduate Business Elective		3
Fall Term 1		
MFP 754	Introduction to Financial Psychology	3
Graduate Business Elective		3
Fall Term 2		
MFP 753	Applied Behavior Finance	3
Spring Term 1		
Graduate Business Elective		3
Spring Term 2		
MFP 756	Psychology of Family Finances	3
MFP 758	Case Studies in Financial Planning	3

Note: The above is a sample schedule. The list of courses that must be completed will not change, but there is some possible flexibility as to timing. Students should consult with their academic advisor regarding this option.

Students are responsible for identifying interest in this program by the second semester of the junior year (3rd year) to allow for proper advising and curriculum planning/advising.

ADMISSIONS CRITERIA ARE AS FOLLOWS:

- Students must be a declared BSBA: FIN major (Financial Planning Track) in good standing at Creighton University;
- Students must have completed a minimum total of 96 credit hours at the time of admission, with at least 12 credit hours earned at Creighton;
- Students must have achieved a minimum cumulative Creighton GPA of 3.5 overall.
- Students must apply to the Graduate School prior to commencing their final 18 hours of graduate credit in the Accelerated program;
- No GMAT is required if students have achieved the minimum GPA requirement and have made sufficient progress towards their Financial Planning track major. The GMAT will be required for students who do not meet the minimum GPA standards.

BSBA(MGT)/MS-IHW Accelerated Program

BSBA Marketing-Management / MS-Integrative Health and Wellness

The BSBA to MS-IHW Accelerated program provides an efficient progression to complete the BSBA in Marketing and Management and the Master of Science in Integrative Health and Wellness in an accelerated time. The program enables undergraduate students to begin taking MS-IHW 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: Management program may apply up to 12 credit hours of MS-IHW coursework to both their BSBA degree (as electives) and to the MS-IHW master's degree.

Students in the BSBA to MS-IHW Accelerated program will enroll in 12 graduate credit hours during their final two to four semesters as a BSBA undergraduate within the MS-IHW program. (For illustrative purposes, the table below provides an example of the timing of these courses.) In conjunction with entering the IHW program, students will be required to complete 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-IHW degree and serve as electives for the BSBA major.

Degree Requirements

1. BSBA - Marketing-Management requirements (p. 190).
2. Complete the courses in the Plan of Study below during the final semesters of the BSBA degree.
3. Complete the MS-IHW requirements (http://catalog.creighton.edu/graduate/graduate-programs-courses/health-and-wellness/ms-integrative-health-and-wellness/).

Course	Title	Credits
Senior		
Fall		
GRD 601	Writing for Graduate Students	1
IHW 605	Foundations in Integrative Health and Wellness	2
IHW 650	Health Behavior Modification	3
	Term Credits	**6**
Spring		
IHW 651	Nutrition for Chronic Disease	3

IHW 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: Management 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.

BSBA(MGT or MKT)/MS-ORGL Accelerated Program

BSBA (MGT or MKT) + MS-Organizational Leadership

The BSBA to MS-ORGL Accelerated 5-year program provides an efficient progression to complete the BSBA in Management or Marketing and the Master of Science in Organizational Leadership in five years. The program enables undergraduate students to begin taking MS-ORGL 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 either the BSBA: Management or BSBA: Marketing programs may apply up to 12 credit hours of MS-ORGL coursework to both their BSBA degree (as electives) and to the MS-ORGL master's degree.

Students in the BSBA to MS-ORGL Accelerated 5-year program will enroll in 12 graduate credit hours during their final two to four semesters as a BSBA undergraduate within the MS-ORGL program. (For illustrative purposes, the table below provides an example of the timing of these courses.) In conjunction with entering the MS-ORGL program, students will be required to complete an online on-boarding class for all Creighton graduate students. All of these credit hours apply to the requirements of the MS-ORGL degree and serve as electives for the BSBA major.

Degree Requirements

1. BSBA, Management requirements (p. 190) or BSBA, Marketing requirements (p. 190)
2. Plan of Study below during final semesters of BSBA degree
3. Remaining MS, Organizational Leadership requirements (http://catalog.creighton.edu/graduate/graduate-programs-courses/leadership-ms/leadership-ms/)

Course	Title	Credits
Senior		
Fall		
GRD 601	Writing for Graduate Students	1
MSL 600	Leadership Theory, Application and Reflection	2
MSL 601	Strategic Planning	3
	Term Credits	**6**
Spring		
MSL 602	Communicating and Leading Across Cultures	3
MSL 603	Leading Innovation and Change	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: Management or 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.

Graduate Study

The Heider College of Business offers numerous options for graduate degrees in business:

- Master of Accounting (MAC) (http://catalog.creighton.edu/graduate/graduate-programs-courses/accountancy/)
- Master of Science, Major in Business Analytics (MS, Business Analytics) (http://catalog.creighton.edu/graduate/graduate-programs-courses/business-intelligence-analysis/)
- Master of Business Administration (MBA) (http://catalog.creighton.edu/graduate/graduate-programs-courses/master-business-administration/)
- Master of Finance (MFin) (http://catalog.creighton.edu/graduate/graduate-programs-courses/finance/)
- Master of Financial Planning and Financial Psychology (MFPP) (http://catalog.creighton.edu/graduate/graduate-programs-courses/master-financial-planning-financial-psychology/)
- Master of Investment Management and Financial Analysis (MIMFA) (http://catalog.creighton.edu/graduate/graduate-programs-courses/security-analysis/)

In addition, the College offers many options to pursue an MBA in conjunction with another graduate or professional degree:

- MBA / Juris Doctorate Dual Degree (http://catalog.creighton.edu/graduate/graduate-programs-courses/master-business-administration/mba-jd-dual-degrees/)
- MBA / MS, Business Analytics Dual Degree (http://catalog.creighton.edu/graduate/graduate-programs-courses/master-business-administration/mba-bia-dual-degrees/)

- MBA / MFin Dual Degree (http://catalog.creighton.edu/graduate/graduate-programs-courses/master-business-administration/mba-mfin-dual-degree/)
- MBA / MIMFA Dual Degree (http://catalog.creighton.edu/graduate/graduate-programs-courses/security-analysis/dual-mba-msapm/)
- MBA / MS, Organizational Leadership Dual Degree (http://catalog.creighton.edu/graduate/graduate-programs-courses/msl-mba-dual/)
- MBA / MD Dual Degree (http://catalog.creighton.edu/medicine/dual-degree-programs/md-mba/)
- MBA / PharmD Dual Degree (http://catalog.creighton.edu/pharmacy-health-professions/other-educational-opportunities/doctor-pharmacy-master-business-administration/)

College of Nursing

Dean: Jessica Clark, DNP, RN
Associate Dean for Academics, Assessment, and Accreditation: Mary Kunes-Connell, PhD, RN
Assistant Dean, Undergraduate Program: Julie Manz, PhD, RN

Mission Statement

The College of Nursing, founded in the principles of the Jesuit Catholic tradition, and honoring the Credo and Mission of the University, is committed to educating students to be innovative leaders in providing healthcare for individuals and populations.

Students will become creative scholars, reflective and compassionate practitioners, collaborative professionals, and global citizens through personal and professional formation anchored in social justice. Faculty create and share new knowledge to advance the discipline of nursing through teaching, service, research, and professional practice.

Statement of Goals

Creighton University offers a value centered education grounded in the Ignatian Values with emphasis on *Cura Personalis, Finding God in all things, Faith and Justice, and Women and Men for and with others*.

The College of Nursing provides opportunities and guidance for students to master the knowledge and skills necessary to become competent professional nurses and to develop their individual intellectual, spiritual, and physical potential. Qualities considered highly desirable for nursing are critical thinking skills; clinical reasoning and clinical judgment skills; sensitivity to the feelings, responses, and needs of others; professional communication skills; integrity; and a developed sense of values. The College believes that understanding and managing the care of clients can only be achieved by balancing the knowledge, skills, and values gained in the humanities, basic sciences, and nursing.

The Goals of the College of Nursing are to:

1. Support development of caring professionals who are culturally sensitive and who respect the uniqueness and dignity of the client;
2. Provide a value-centered educational environment conducive to meeting learning needs of diverse student populations;
3. Promote critical thinking, professional competence, and accountability for the management of care to improve health outcomes;
4. Foster a professional commitment for life-long learning and scientifically based practice.
5. Promote a disposition toward service to others and engaged civic responsibility.
6. Support the ability to communicate professionally and therapeutically using diverse modalities.

Baccalaureate Nursing Degree Offerings

The College of Nursing offers two tracks for undergraduate study leading to a Bachelor of Science in Nursing (BSN) degree: the Traditional Curriculum for qualified high school applicants and college transfer students and the Accelerated Bachelor of Science in Nursing (ABSN) for qualified persons with non-nursing baccalaureate or higher degrees. The College of Nursing also collaborates with Concordia University, Hastings College, Wayne State College, and York College to offer a 3+1 dual degree program.

The BSN program is designed to prepare qualified graduates for generalist practice in acute care, community-based and other settings with diverse populations. The nursing curricula offer a prescribed sequence of courses and learning experiences that provide for the progressive development of knowledge and skills necessary for practice. Courses are sequential in nature and must be taken in the order identified. Upon completion of degree requirements in the Traditional and ABSN curricula, students are eligible to take the National Council of State Boards of Nursing (NCSBN) Registered Nurse (RN) licensure examination (NCLEX-RN).

The baccalaureate degree program in nursing at Creighton University is accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org) (http://www.ccneaccreditation.org) . The baccalaureate program is approved by the Nebraska State Board of Nursing and the Arizona State Board of Nursing.

Baccalaureate Nursing Degree Program Outcomes

Nursing is an applied discipline devoted to achieving the outcomes of health promotion, protection, maintenance, and restoration for diverse populations in multiple settings. Nurses use theory and research from the health sciences, physical and social sciences and arts and humanities as the basis for managing the care of individuals, families, groups, and communities and populations from diverse cultures. Interprofessional collaboration among health disciplines in conjunction with clients enhances the delivery of safe health care as well as achievement of quality, cost effective outcomes. Students are prepared to practice as generalists in a variety of settings with diverse populations. Because of the College's belief that learning is a lifelong endeavor, completion of any BSN curriculum track provides a foundation for advanced study at the graduate level.

Completion of either of the two curricular tracks prepares students to:

1. Integrate respect for each person's dignity, worth, and spiritual uniqueness into professional practice;
2. Synthesize knowledge from nursing and other disciplines to coordinate health care for and with diverse clients;
3. Demonstrate clinical judgment and professional accountability that supports safe practice and quality client outcomes;
4. Collaborate and communicate effectively as a leader and advocate using diverse modalities;
5. Manage resources efficiently and effectively in the coordination and management of care;

6. Incorporate deliberate reflection, self-awareness, and values consciousness into a process of personal and professional formation;
7. Integrate professional, legal and ethical standards into nursing practice.

Traditional Nursing

Overview

The traditional baccalaureate curriculum is designed for recent high school graduates and requires eight (8) semesters of full-time study on the Omaha campus. The College of Nursing (CON) has variations of the traditional 4-year curriculum to accommodate students with various interests, including, but not limited to:

- Study Abroad
- Army Reserve Officers Training Corp (ROTC)
- Air Force (ROTC)

During the freshman year, students in the Traditional Curriculum are enrolled in the Ratio Studiorum Program (RSP) course, an introduction to professional nursing, and the foundational level courses of the Magis Common Core Curriculum (Common Core). Using a concept-based framework, sophomore students are offered nursing courses in health assessment, pathophysiology, lifespan development, nutrition, and statistics. Additionally, students complete courses at the explorations level of the Common Core. Nursing courses at the junior and senior level build upon the Common Core and nursing support courses offered at the freshman and sophomore level. While continuing to use a concept-based approach, the College offers courses that focus on outcomes-oriented, evidence-based nursing practice, and interprofessional collaboration to enhance quality and safety of care delivery.

The College of Nursing provides instruction for the practicum experiences in collaboration with cooperating agencies in both hospital and community-based settings to enrich the learning experience. Clinical reasoning activities using simulation and problem-based learning activities are integrated into all didactic and practicum courses. Emphasis is placed on using the College's innovative care management process model as a framework for achieving optimal clinical, quality, and cost-effective outcomes through health promotion, protection, maintenance, and restoration of altered health states. Population-based concepts are threaded throughout all care management practicum learning experiences. The senior year culminates in a capstone practicum designed to provide a concentrated experience in complex, collaborative nursing care management under the supervision of a nurse preceptor.

Admission

High school graduates who are first time freshmen wishing to pursue the Traditional nursing curriculum leading to the degree of Bachelor of Science in Nursing (BSN) apply to Creighton University's Office of Undergraduate Admissions. General admission requirements for freshman and transfer students are listed in this Catalog under "Admissions (p. 29)."

The College of Nursing recommends that these students pursue a strong college preparation course of study in high school, which would include courses in science and math. High school chemistry, or its equivalent, is required for admission into the College of Nursing. An ACT composite score of at least 24 or combined SAT score of 1100 is recommended.

Transfer students from non-nursing majors, within Creighton University, may be admitted on a space available basis.

Admission to the College of Nursing is a two-tiered process, both conditions must be successfully completed.

1. Academic acceptance is based on academic credentials and application materials.
2. Validation of applicant's ability to meet the cognitive, affective, and psychomotor requirements of the challenging nursing curriculum, with or without reasonable accommodations, consistent with the American Disabilities Act is required. Applicants must complete the "Safety and Technical Standards" form attesting to their ability to meet these requirements.

Conditions of Enrollment

1. Completion of immunizations required of all Creighton University Health Sciences students.
2. Completion of College of Nursing's Attestation of Physical and Mental Health Form by a healthcare provider.

Additional Requirements Prior to Enrollment in Clinical Courses

1. Current immunizations consistent with Creighton University and/or clinical agency guidelines for all current students.
2. Background investigations and results consistent with Creighton University and/or clinical agency guidelines for all current students.
3. Drug screen and results consistent with Creighton University and/or clinical agency guidelines for all current students. This drug screen will be conducted sophomore year in advance of the start of clinical.
4. Current certification in Basic Life Support (BLS) from the American Heart Association (AHA) which includes CPR and Automated External Defibrillator (AED). Content must include adults, children, and infants.

Advanced Placement, Transfer, and Other Credit

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The policies of the College of Arts and Sciences govern the
 granting of Advanced Placement (AP), transfer, or other credit
 apply to students in the College of Nursing, except for selected
 nursing courses.
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Requirements for Graduation

A candidate for a BSN degree must have earned a minimum of 128 semester hours of credit with a grade point average (GPA) of 2.20 or above. A grade of "C" (2.00) must be earned in all required nursing courses and pre-requisite/nursing support courses.

Academic Standing

The College of Nursing (CON) applies Creighton University's policy on academic standing in that a cumulative grade point average (GPA) of at least 2.00 is required for graduation. The average shall be computed only on the basis of all work attempted at Creighton.

The College of Nursing's Undergraduate Retention & Progression Policy is outlined in the College of Nursing BSN Student Handbook (https://nursing.creighton.edu/about/student-handbooks/).

Traditional BSN Curriculum (128 credits)

Magis Common Core Courses

The Creighton University Common Core requirements are a minimum of 33 semester hours.

Transfer students may enter the traditional curriculum at various points, based on individual evaluations of past academic history. Descriptions of past courses will be compared to Creighton University courses for equivalency and granting of transfer credit.

Foundations Level

Code	Title	Credits
Contemporary Composition		3
Critical Issues in Human Inquiry		3
COM 101	Digital Communication Lab	1
MTH 205	Mathematics for the Modern World	2
Philosophical Ideas		3
The Christian Tradition		3
Total Credits		**15**

Explorations Level

Code	Title	Credits
Ethics		3
Global Perspectives in History		3
Literature		3
The Biblical Tradition		3
CHM 111	Fundamentals of General Chemistry	3
PSY 201	Introductory Psychology	3
Total Credits		**18**

NOTE: All Foundations and Explorations Magis Common Core courses must be completed prior to Junior level nursing courses. You can find approved Magis Core courses here (p. 71)*.*

Integrations Level

Code	Title	Credits
Intersections		
NUR 439	Population-Based Health Concepts II	3

Designated Courses

Code	Title	Credits
Designated Ethics		
NUR 476	Applied Nursing Ethics	3
Designated Oral Communications		
NUR 349	Care Management Concepts Practicum II	5
Designated Statistical Reasoning		
NUR 200	Statistical Reasoning	3
Designated Technology		
NUR 357	Professional Concepts II	2
Designated Written Communications		
NUR 416	Care Management Concepts III	5

Nursing Pre-Requisite/Support Courses (in addition to Core) [1]

Code	Title	Credits
EXS 111	Fundamentals of Human Anatomy	4
EXS 112	Fundamentals of Human Physiology	4
CHM 112	Fundamentals Of Biological Chemistry [3]	3
CHM 113	Fundamentals Of Chemistry Laboratory	1
MIC 141	Microbiology	4
RSP 102	An Introduction to the Culture of College Life	1
SOC 101	Introduction to Sociology: Self and Society	3
or ANT 111	Introduction to Anthropology: Human and Cultural Diversity	
or ANT 112	Introduction to Anthropology: Culture, Ecology and Sustainability	
or ANT 113	Introduction to Anthropology: Social and Cultural Determinants of Health	
Total Credits		**20**

[1] EXS 111 Fundamentals of Human Anatomy, EXS 112 Fundamentals of Human Physiology, CHM 112 Fundamentals Of Biological Chemistry, CHM 113 Fundamentals Of Chemistry Laboratory, MIC 141 Microbiology, PSY 201 Introductory Psychology, SOC 101 Introduction to Sociology: Self and Society or ANT 111 Introduction to Anthropology: Human and Cultural Diversity, and MTH 205 Mathematics for the Modern World are pre-requisite to nursing courses. Students must receive a "C" or better in each of these courses.

Nursing Courses

Code	Title	Credits
NUR 125	Professional Concepts I	1
NUR 200	Statistical Reasoning	3
NUR 223	Nutrition	2
NUR 228	Lifespan Development	3
NUR 229	Foundational Concepts in Nursing & Health Assessment	3
NUR 230	Foundational Concepts in Nursing & Health Assessment Lab	2
NUR 252	Human Pathophysiology	3
NUR 331	Nursing Pharmacology	3
NUR 339	Care Management Concepts I	5
NUR 342	Care Management Concepts Practicum I	5
NUR 346	Evidence-Based Practice I	3
NUR 348	Care Management Concepts II	5
NUR 349	Care Management Concepts Practicum II	5
NUR 357	Professional Concepts II	2
NUR 366	Population Health I	2
NUR 416	Care Management Concepts III	5
NUR 417	Care Management Concepts Practicum III	5
NUR 439	Population-Based Health Concepts II	3
NUR 475	Professional Concepts III	3
NUR 476	Applied Nursing Ethics	3
NUR 477	Evidence-Based Practice II	2
NUR 483	Capstone Practicum	7
Total Credits		**75**

Minors

Students in the College of Nursing may pursue a minor in other Colleges within the University. The minor is in addition to the BSN degree. Requirements of the minor are listed in each department's entry in the Catalog and websites. To apply for a minor, the student should contact the Assistant Dean of Student Affairs in the College of Nursing for appropriate consultation and referral.

Accelerated Bachelor of Science in Nursing

The Accelerated Bachelor of Science in Nursing (ABSN) program was initiated at Creighton University in May of 1975. It is a one-calendar-year curriculum for individuals who hold a non-nursing baccalaureate or higher degree. Before admission to the ABSN program, an individual must complete the courses in the social/behavioral, physical/biological sciences (or equivalent courses), ethics, and statistics required in the traditional curriculum. A Bachelor of Science in Nursing (BSN) degree is awarded at graduation. The College of Nursing offers the ABSN program on its Omaha, Grand Island, and Phoenix campuses. This program conducts classroom and practicum courses on a term-based delivery model with 8-week terms as well as 2-3 week intensive terms. A blended course model, combining pre-class lecture (online) and engaged classroom learning activities (in-person), is used to conduct classroom learning. Students will also participate in practicum experiences including on-site patient care and population-based learning activities as well as patient simulation experiences.

Admission (Omaha, Grand Island, and Phoenix Campus-Based Programs)

Admission to the College of Nursing is a two-tiered process, both conditions must be successfully completed.

1. Academic acceptance is based on academic credentials and application materials.
   a. A baccalaureate or higher degree in another discipline from an accredited college or university.
   b. A minimum of a 3.0 grade point average on a 4.0 scale.
   c. Completion of prerequisite courses with a minimum of “C” (2.0) grade or above.
   d. Personal statement describing evidence of potential and motivation for nursing, long-term goals, and ability to meet the demands of a rigorous program.
   e. Evidence of prior work success and/or ability to handle a rigorous academic schedule. This includes providing the College of Nursing transcripts from all colleges attended.
   f. Three recommendations addressing academic and personal attributes; someone from your academic life, preferably an instructor; an employer (if you have never been employed, a supervisor or director of volunteer work will be accepted); and a third person who may be another instructor, employer, or professional colleague.
2. Validation of the applicant's ability to meet the cognitive, affective, and psychomotor requirements of the nursing curriculum, with or without reasonable accommodations, consistent with the American Disabilities Act is required. Students must complete the Safety and Technical Standards form attesting to their ability to meet these requirements.

This school is authorized under Federal law to enroll persons of non-immigrant status. The ability to speak and write correct grammatical English is imperative. Foreign students may enroll in Creighton University’s English Language Program on a full or part-time basis in order to improve their English skills.

English Proficiency Requirement

English Language Proficiency is an important part of the application process for those whose first language is not English. The College of Nursing 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. If English is not the applicant's native language and the applicant has not obtained a bachelor's degree or higher in the United States, the applicant must present evidence of a **TOEFL score of at least 100, an IELTS score of at least 7, or a Duolingo score of 120**. Scores over 2 years old will not be accepted. Students must ask the ETS (the testing agency) to send original scores to Creighton University (Institutional Code 6121).
- 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 of applicants who have earned a college degree from a university in the United States or another approved country.

Conditions of Enrollment

1. Current immunizations consistent with Creighton University and/or clinical agency guidelines for all current students.
2. Completion of the College of Nursing's Attestation of Physical and Mental Health Form by a healthcare provider.
3. Background investigations and results consistent with Creighton University and/or clinical agency guidelines for all current students.
4. Drug screen and results consistent with Creighton University and/or clinical agency guidelines for all current students.
5. Completion of certification in Basic Life Support (BLS) for the "Healthcare Professional" from the American Heart Association (AHA). This course includes instruction of the Automated External Defibrillator (AED) and content for care of adults, children, and infants.

Prerequisite Requirements

The following courses and other requirements must be completed prior to beginning the ABSN program.

Applicants may be conditionally accepted prior to completion of designated prerequisite coursework if their plan of study indicates that all courses will be completed prior to entry. However, an applicant file will not be considered until one of the following conditions is met prior to the application deadline:

- 4 semester hours of both General Chemistry and Anatomy (A&P I)
- 4 semester hours of both General Chemistry and Physiology (A&P II)
- 4 semester hours of Anatomy and Physiology (A&P I and A&P II)

All students must provide evidence of completion via **official transcripts** prior to entry. All courses must carry a grade of “C” (2.0) or above to be accepted for transfer to Creighton. All courses must come from an accredited college/university in order to qualify. Students must complete the following 33-34 semester hours of prerequisite courses:

1. Statistics (3 semester hours)
2. Behavioral Sciences (9 semester hours)
   a. **General Psychology** (3 semester hours)
   b. **General Sociology or Cultural Anthropology** (3 semester hours)
   c. **Developmental Psychology** (3 semester hours). This course should cover the lifespan (from infancy through old age).
3. Ethics (3 semester hours)
   a. **Bioethics or Ethics** (3 semester hours). The application of ethical theories to contemporary problems of human life; emphasizes the process of making ethical/moral judgments.

4. **Physical and Biological Sciences** (18-19 semester hours)
   a. **Microbiology** (4 semester hours)
   b. **Inorganic/General Chemistry** (4 semester hours)
   c. **Anatomy & Physiology** (8 semester hours - this may be two combined courses or a human anatomy course and a human physiology course)
   d. **Nutrition** (2-3 semester hours)

* If prerequisite courses are on the quarter system (quarter hour = 2/3 semester hour) students must complete a total of 50 quarter hours.

A block of 96 transfer semester hours (includes the above prerequisite courses as well as liberal arts and science courses completed in the previous baccalaureate degree program) is added to the student's academic record after the student enrolls in the ABSN program at Creighton. This block credit represents the prerequisite coursework and Magis Common Core courses, as well as additional elective credit needed to be considered a 5th-year student to satisfy financial aid purposes.

1. Science credits earned over 10 years ago will be individually evaluated.
2. A total number of 128 hours is required for the BSN degree.

College of Nursing Dual Degree Programs (3+1 Program)

The College of Nursing also offers a 3+1 collaborative dual degree with Concordia University, Hastings College, Wayne State College, and York College. The collaborative dual degree program between the partner institutions and the Creighton University College of Nursing allows students, who have not yet been awarded a baccalaureate or higher degree, to be awarded a degree from both the partner institution and Creighton University. This program allows students to complete 3 years on the partner institution's campus followed by one year (12 months) in the Creighton University ABSN program on the Grand Island campus. Students completing this program will receive a baccalaureate degree from the partner institution and a BSN from Creighton University. The applicant to this program must meet the following admission and progression criteria:

Admission Requirements for Admitted College Freshmen

Demonstrate a minimum high school GPA of 3.75 at the time of application

Progression Requirements

The following requirements must be met while enrolled in the partner institution's curriculum for guaranteed admission into the Creighton University College of Nursing ABSN program. Students must achieve a GPA of **at least** 3.0 or higher on a 4.0 scale. Students must complete the following prerequisite courses with a grade of "C" (2.0) or above to be accepted for transfer to Creighton.

1. **Statistics** (3 semester hours)
2. **Behavioral Sciences** (9 semester hours)
   a. General Psychology (3 semester hours)
   b. General Sociology or Cultural Anthropology (3 semester hours)
   c. Developmental Psychology (3 semester hours). This course should cover the lifespan (from infancy through old age).
3. **Bioethics or Ethics** (3 semester hours). The application of ethical theories to contemporary problems of human life; emphasizes the process of making ethical/moral judgments.
4. **Physical and Biological Sciences** (18-19 semester hours)
   a. Microbiology (4 semester hours)
   b. Inorganic/General Chemistry (4 semester hours)
   c. Anatomy & Physiology (8 semester hours - this may be two combined courses or a human anatomy course and a human physiology course)
   d. Nutrition (2-3 semester hours)

Concordia University - *No more than two "C" grades can be earned in science courses*

Hastings College - *No more than two "C" grades can be earned in science courses (BIO 111, BIO 113, BIO 321, CHM 111, CHM 113, SCI 313)*

Wayne State College - *No more than two "C" grades can be earned in science courses (BIO 110, BIO 220, BIO 340, BIO 385, CHE 106)*

York College - *No more than two "C" grades can be earned in science courses (BIO 313, BIO 314, BIO 324, BIO 344, CHM 214, CHM 243)*

A block of 70 transfer credits is added to the student's academic record upon successful completion of term 4 in the ABSN program. This block credit represents the prerequisite coursework and Magis Common Core courses, as well as additional elective credit, needed to fulfill the College of Nursing's BSN degree requirements.

Accelerated Bachelor of Sceince in Nursing Curriculum (58 credits)

Term 1 (8 weeks)

Code	Title	Credits
NUR 235	Foundations and Health Assessment Concepts	2
NUR 236	Foundations and Health Assessment Concepts Practicum	1
NUR 250	Human Pathophysiology Concepts	3
NUR 341	Foundations of Pharmacology for Nursing	3
Total Credits		**9**

Term 2 (8 weeks)

Code	Title	Credits
NUR 243	Care Management Concepts I	5
NUR 244	Care Management Concepts Practicum I	5
NUR 258	Population-Based Health I	1
Total Credits		**11**

Intensive I (3 weeks)

Code	Title	Credits
NUR 312	Evidence Based Practice I	3
NUR 323	Professional Concepts I: Leadership	2
Total Credits		**5**

Intensive II (2 weeks)

Code	Title	Credits
NUR 421	Professional Concepts II: Policy and Advocacy	2
Total Credits		**2**

Term 3 (8 weeks)

Code	Title	Credits
NUR 343	Care Management Concepts II	5
NUR 344	Care Management Concepts Practicum II	5
NUR 338	Population-Based Health II	1
Total Credits		**11**

Term 4 (8 weeks)

Code	Title	Credits
NUR 443	Care Management Concepts III	5
NUR 444	Care Management Concepts III Practicum	5
NUR 480	Population-Based Health III	1
Total Credits		**11**

Term 5 (8 weeks)

Code	Title	Credits
NUR 436	Professional Concepts III: Transition to a Values-Based Profession	2
NUR 450	Evidence-Based Practice II	1
NUR 489	Capstone Practicum	6
Total Credits		**9**

Interprofessional Education (IPE)

https://www.creighton.edu/healthsciences/interprofessional (https://www.creighton.edu/healthsciences/interprofessional/)

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. Upon completion, students will earn a satisfactory grade in IPE 001 Interprofessional Education Passport on their transcripts. 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.

Paramedicine

Dean: Jessica Clark, DNP, RN
Paramedicine Interim Program Director: Andrew Eckart, BS

Mission Statement

The Paramedicine department, founded on the principles of the Jesuit, Catholic tradition and honoring the credo and mission of the university, is committed to providing a high quality Paramedicine education which will empower individuals to become compassionate, respectful, skilled, and knowledgeable care providers who value education as a lifelong process.

Statement of Goals

To prepare Paramedics who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession.

Baccalaureate Program Outcomes

1. Integrate respect for each person’s dignity, worth, and spiritual uniqueness into professional practice.

2. Synthesize knowledge and evidence from Paramedicine and other disciplines to provide evidenced-based care.

3. Collaborate and communicate effectively as a member of the healthcare team using diverse modalities.

4. Incorporate deliberate reflection, self-awareness, and values consciousness into a process of personal and professional formation.

5. Integrate professional, legal, and ethical standards into Paramedicine practice.

6. Demonstrate competency in the clinical knowledge, technical skills and behavioral approaches necessary to function effectively as a Paramedicine clinician.

Accreditation

Creighton University's Paramedicine Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).

To contact CAAHEP:
Commission on Accreditation of Allied Health Education Programs
25400 US HWY 19 North, Suite 158
Clearwater, FL 33763
Phone: (727) 210-2350 Fax: (727) 210-2354
https://www.caahep.org/

To contact CoAEMSP:
Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions
8301 Lakeview Parkway, Suite 111-312
Rowlett, TX 70588
Phone: (214) 703-8445 Fax: (214) 703-8992
www.coaemsp.org (https://coaemsp.org/)

Bachelor of Science in Paramedicine - B.S.PMC. (p. 206) - Traditional

Paramedic to Bachelor of Science in Paramedicine - B.S.PMC. (p. 207)

Accelerated Master's Programs

- The following program is designed for students to complete their Bachelor's degree in Paramedicine while also pursuing a Master's degree.

B.S. in Paramedicine to M.S., Paramedicine (p. 207)

Bachelor of Science in Paramedicine

Creighton University's Paramedicine Program offers two pathways for undergraduate study leading to a Bachelor of Science in Paramedicine. The Traditional 4-Year Curriculum is designed for both qualified high school applicants and non-traditional applicants. The second path is an on-line degree completion pathway to the baccalaureate degree for students who hold current national certification as paramedics.

The Bachelor of Science in Paramedicine curriculum offers a prescribed sequence of courses from the humanities, arts, social, and natural sciences and the specialty discipline as well as, lab, practicums, and a capstone internship in order to prepare graduates for delivery of high quality, safe health care in a variety of settings and to diverse populations.

The Bachelor of Science in Paramedicine has track variations associated with the traditional 4-year curriculum to accommodate students with various professional interests including:

Bachelor of Science in Paramedicine - Pre-Accelerated Nursing Track

Bachelor of Science in Paramedicine - Pre-Medicine Track

Bachelor of Science in Paramedicine - Pre-Physician Assistant Track

These tracks offer students an opportunity to obtain a bachelor's degree in paramedicine while meeting course prerequisites for application into nursing, medicine or physician assistant programs.

Successful completion of the BS-Paramedicine program meets eligibility requirements for testing and certificate procedures as established by the National Registry of EMTs.

Bachelor of Science in Paramedicine Degree Requirements and Curriculum

Requirements for Graduation

A candidate for a Bachelor of Science in Paramedicine Degree must have earned a minimum of 128 semester hours of credit. A grade of C (2.0) must be earned in all required Paramedicine courses.

Magis Common Core Courses

The Creighton University Common Core requirements are a minimum of 33 semester hours.

Code	Title	Credits
Contemporary Composition		3
Critical Issues in Human Inquiry		3
COM 101	Digital Communication Lab	1
MTH 205	Mathematics for the Modern World	2
Philosophical Ideas		3
The Christian Tradition		3
PSY 201	Introductory Psychology	3
SOC 101	Introduction to Sociology: Self and Society	3
or ANT 111	Introduction to Anthropology: Human and Cultural Diversity	
or ANT 112	Introduction to Anthropology: Culture, Ecology and Sustainability	
or ANT 113	Introduction to Anthropology: Social and Cultural Determinants of Health	
Total Credits		**21**

Explorations Level

Code	Title	Credits
Ethics		3
Global Perspectives in History		3
The Biblical Tradition		3
English Literature - 2XX		3
Total Credits		**12**

Magis Designated Courses

Code	Title	Credits
NUR 200	Statistical Reasoning	3
NUR 476	Applied Nursing Ethics	3
PMC 303	Introduction to Paramedicine	2
PMC 418	Transition to Paramed Practice	3
Total Credits		**11**

General Requirements:

Code	Title	Credits
Required:		
RSP 102	An Introduction to the Culture of College Life	1
NUR 223	Nutrition	2
NUR 228	Lifespan Development	3
Intersections		3
Total Credits		**9**

Paramedicine Support Courses:

Code	Title	Credits
Natural Sciences		
BIO 149	Biology for the Non-Science Major	3
EXS 111	Fundamentals of Human Anatomy	4
EXS 112	Fundamentals of Human Physiology	4
CHM 111	Fundamentals of General Chemistry	3
CHM 112	Fundamentals Of Biological Chemistry	3
CHM 113	Fundamentals Of Chemistry Laboratory	1
MIC 141	Microbiology	4
Total Credits		**22**

Paramedicine Major Requirements: 56 Credits

Code	Title	Credits
PMC 101	Fundamentals of Paramedicine	4
PMC 215	Medical Terminology	1
PMC 303	Introduction to Paramedicine	2

PMC 305	Advanced Patient Assessment	2
PMC 307	Advanced Airway Management	3
PMC 309	Cardiology in Paramedicine	3
PMC 311	Paramedic Clinical Practicum I	4
PMC 313	Paramedicine Pharmacology	2
PMC 315	Paramedic Lab I	2
PMC 317	Trauma Management in Paramed	2
PMC 319	Special Patient Populations	2
PMC 323	Medical Emergencies	5
PMC 325	Paramedic Lab II	2
PMC 327	Paramedic Clinical Practicum II	4
PMC 409	Leadership in Paramedicine	3
PMC 413	Special Operations	2
PMC 417	Evidence-Based Practice in Paramedicine	3
PMC 418	Transition to Paramed Practice	3
PMC 425	Paramedicine Capstone	7
Total Credits		**56**

Students who have successfully completed PMC 101 are eligible to test for the National Registry certification exam as an EMT. Students who have successfully completed the 56 credits designated for the Paramedicine major are eligible to test for National Registry certification exam as a paramedic.

Electives

Code	Title	Credits
The following Paramedicine courses could be taken as electives or select 6 credits from any discipline: *		
PMC 440	Paramedicine Educators	3
PMC 480	Critical Care Paramedic	6
PMC 470	Management of Paramedicine Systems	3
PMC 215	Medical Terminology	1

* Students admitted to the Accelerated Masters Program - Master of Science in Paramedicine may use their electives to take: PMC 601 Paramedicine Leadership, PMC 602 Organizational Development and Organizational Change or PMC 603 Clinical Practice and Quality Assurance in their senior year.

Paramedic to B.S. in Paramedicine Pathway

Bachelor of Science in paramedicine Online Degree Completion Pathway

Creighton University's Bachelor of Science in Paramedicine (BS-PMC) online degree completion program is for nationally registered paramedics seeking to advance their knowledge and skills. The Paramedicine Department, recognizing the paramedic's prior education and clinical experience, offers a curriculum designed to complement previous course work. The curriculum emphasizes a strong basic science foundation, advanced clinical content, and leadership/management skills to further one's career in the field of emergency medical services.

A Creighton University Bachelor's degree requires the completion of 128 semester credit hours. Forty-eight of these credit hours must be earned at Creighton University, including the final 32 hours. A minimum of 15 credit hours must be earned in the major area of study through the College of Nursing.

Students who have pursued their paramedic education courses at another institution for college credit will receive block credit for a maximum of 49 credit hours for the core paramedic coursework. This block credit will be awarded upon completion of all required coursework towards the degree. Standard Creighton University policies on acceptance and transfer of academic credits, apart from the block credits, from other accredited institutions will be applied. For those who completed the paramedic program for a certificate of completion without college credit awarded, a course conversion fee will be assessed.

Please refer to the university's financial aid (https://www.creighton.edu/admission-aid/tuition-financial-aid) (https://www.creighton.edu/admission-aid/tuition-financial-aid/) site for information related to program costs. For further information, please contact the Paramedicine Department at 402-280-1280.

Bachelor of Science in Paramedicine/ Master of Science, Paramedicine Accelerated Program

Accelerated Master's Program (AMP): Bachelor of Science in Paramedicine/ Master of Science in Paramedicine

The accelerated M.S. in Paramedicine degree for students in the B.S. in Paramedicine program will allow students to begin earning credits toward the M.S. in Paramedicine degree during their final semester in the B.S. in Paramedicine degree program.

Degree Requirements:

1. B.S. in Paramedicine requirements (p. 206).
2. Plan of Study below during final semester of the B.S. in Paramedicine program.
3. Remaining M.S., Paramedicine requirements (http://catalog.creighton.edu/graduate/graduate-programs-courses/paramedicine/).

Code	Title	Credits
Senior Year		
Fall		**6**
BSPMC students may take 2 of the following courses.		
PMC 601	Paramedicine Leadership	
PMC 602	Organizational Development and Organizational Change	
PMC 603	Clinical Practice and Quality Assurance	
Total Credits		**6**

College of Professional and Continuing Education

Jesuit higher education in the 21st century seeks one common goal: to embody the Creator's love for humankind through self#improvement and service to others. With its spiritual foundation, its insistence

on excellence, and its capacity for adaptation, contemporary Jesuit education is committed to the student as well as to service to the community at large.

Following the original directive of Saint Ignatius, the founder of Jesuit education, to "meet people where they are," the College of Professional and Continuing Education extends the commitments and resources of the University beyond traditional academic boundaries. Working with a diverse population of nontraditional students, the College provides flexible access to courses, while maintaining academic rigor. Offering full or part-time schedules, day and evening courses, accelerated and full semester classes, online or on-campus delivery allows adult learners the ability to choose a degree program that best fits their interests as well as their busy lives.

Mission Statement

The College of Professional and Continuing Education provides a values-centered education for its students in an atmosphere of concern for the individual, participates in the Catholic and Jesuit mission of Creighton, and extends the commitments and resources of the University beyond traditional academic boundaries.

Outcomes

The goals of the College of Professional and Continuing Education provide the framework for each student's educational experience and for the assessment of student learning outcomes of CPCE programs.

At the completion of their program, graduates will:

- demonstrate disciplinary competence with a global perspective in service to others;
- demonstrate critical thinking, analytical and imaginative problem-solving in their field of study;
- demonstrate ethical decision making, service, and civic responsibility in accordance with the Judeo-Christian tradition and Ignatian values;
- respectfully and effectively communicate information through multiple modes of expression;
- demonstrate deliberative reflection for lifelong personal and professional formation; and
- demonstrate an ability to work effectively and in solidarity across the distinctions of human diversity.

The minimum age for admission to the College of Professional and Continuing Education is normally 23 years. However, students under the age of 23 pursuing an undergraduate degree who do not meet the definition of a "traditional" college student may also be be eligible for admission through the College of Professional and Continuing Education. Student characteristics may include, but are not limited to:

- having dependents,
- being employed full time,
- being financially independent,
- attending part time.

Majors

Students may pursue any major area of study in the College of Arts and Sciences (p. 84), the Heider College of Business (p. 173), or the College of Professional and Continuing Education (p. 207).

Online Program

The following program is offered in a fully online or hybrid format. Courses in this program are offered in 8-week terms:

- Leadership (B.S.). (p. 211) Students may choose to combine online courses with on-campus courses offered during the day.

Bachelor's to Accelerated Master's Degree Programs

- B.S., Leadership/MBA (p. 212) - The accelerated MBA degree for students in the B.S. in Leadership program will allow students to begin earning credit toward the MBA degree during their final semesters in the B.S. program.
- B.S., Leadership/M.S. Organizational Leadership (p. 212) - The accelerated M.S. 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.

Bachelor's Degree Requirements

Degree-seeking students enrolled through the College of Professional and Continuing Education are required to complete CPS 200 Making the Transition to College:Strategies for Degree Completion. Students who have successfully completed RSP Culture of Collegiate Life and inter-college transfer to CPCE are not required to complete this requirement.

Students must meet the following requirements:

- a minimum of 128 credit hours, including at least 48 credit hours in courses numbered 300 or above
- a minimum of 48 credit hours must be completed at Creighton University, with 32 of the final 48 completed in residence at Creighton
- an overall cumulative grade point average (GPA) of at least 2.00, based on all courses at Creighton University
- completion of all applicable requirements of the Magis Common Core Curriculum
- completion of all major requirements, with at least a 2.00 GPA in the minimum requirements of the major

Magis Common Core Curriculum

The Magis Core Curriculum applies to students matriculating as an undergraduate degree-seeking student, Fall 2014 and after. The Magis University Common Core Curriculum is organized into four levels, with various Components in each level. Each College may designate additional College Core Components. Students must complete the designated number of credits in each Common Core and College Core categories using approved courses. LIst of approved Magis Core courses (p. 71).

Foundations	Explorations	Integrations	Designated Courses (1 course each)
Contemporary Composition (3 credits)	Understanding Natural Science (2 credits)	Intersections (3 credits)	Designated Ethics
Critical Issues in Human Inquiry (3 credits)	Understanding Social Science (3 credits)		Designated Oral Communications
Oral Communication (1 credit)	Global Perspectives in History (3 credits)		Designated Written Communication

Mathematical Reasoning (2 credits)	Literature (3 credits)	Designated Statistical Reasoning
Philosophical Ideas (3 credits)	Ethics (3 credits)	Designated Technology
The Christian Tradition (3 credits)	The Biblical Tradition (3 credits)	

College of Professional and Continuing Education Courses

Courses that students take come from any of the undergraduate colleges - see each college and department's section in the catalog. Following are courses designated specifically for College of Professional and Continuing Education students:

Code	Title	Credits
CPS 170	Privilege, Power and Difference	3
CPS 200	Making the Transition to College:Strategies for Degree Completion	3
CPS 400	What Really Matters:Discernment, Conscience, Compassion	3

Minors

Leadership Studies Minor (p. 212)

Admission

The minimum age for admission to the College of Professional and Continuing Education is normally 23 years. However, students under the age of 23 pursuing an undergraduate degree who do not meet the definition of a "traditional" college student may also be be eligible for admission through the College of Professional and Continuing Education. Student characteristics may include, but are not limited to:

- having dependents,
- being employed full time,
- being financially independent,
- attending part time.

Students may take daytime, evening, or online classes on a full- or part-time basis. Students will need to complete an application for admission. Students who have been accepted as degree- or certificate-seeking students are eligible to apply for financial aid. Special students taking courses not leading to a degree or certificate are not eligible for most financial aid. Persons who have been dismissed from any educational institution in the previous year are not eligible to enroll in the College of Professional and Continuing Education.

Prior Learning Assessment

Credits for prior college-level learning experiences may be available to students in the College of Professional and Continuing Education. These prior learning credits have the potential to fulfill credits required for the degree including those in core or major curriculum, or any additional required courses, up to 80 credit hours in total. Students should work in conjunction with their academic coach to determine if prior learning assessment is applicable to their plan of study and future educational plans. Students can utilize the following options to fulfill some requirements:

1. **Transfer Credits**. Students can transfer credits from other accredited institutions of higher education with a grade of "C-" or better.
2. **Credit by Examination.** Students can utilize standardized national exams to demonstrate learning objectives and gain credit. Eligible exams include College Level Examination Program (CLEP), DANTES Subject Standardized Test (DSST), Foreign Language Achievement Testing Service (FLATS), Excelsior College Exams, Advanced Placement Exams (AP), and International Baccalaureate Exams (IB).
3. **Military Training and Experience.** Credit will be granted for military training and experience. Official transcripts are available through ACE and respective military branches. The ACE Military Program evaluates courses provided through the Air Force, Army, Coast Guard, Navy, Marines, and Department of Defense. In addition to ACE transcripts, other evidence for learning may include: Form DD-214, Report of Separation; Form DD-295, Application for the Evaluation of Learning Experiences During Military Service; Community College of the Air Force Transcript; Army/American Council on Education Registry Transcript (AART), or Joint Services Transcript (JST); US Coast Guard Institute Transcript; Sailor-Marine American Council On Education Registry Transcript (SMART).
4. **American Council on Education (ACE) Recommendations**. Students may transfer credits from ACE transcripts. ACE conducts college credit assessments for training courses sponsored by various organizations, including businesses, government, and military.

FT/PT Status, Tuition Deferment, & Scholarships - College of Professional and Continuing Education

Full-Time, Part-Time Status

Undergraduate students are considered part time when registered for 11 or fewer semester hours. Students registering for 12 or more credit hours in a semester are full-time students and are subject to regular full-time tuition and fee rates. Full- or part-time status is determined by the total semester hours of credit assigned to the courses for which a student registers in a given term, including courses being audited. Students enrolled in online programs are charged on a per credit basis even when enrolled for 12 hours or more; they pay part time fees.

Employee Benefits

Many employers offer tuition assistance plans for employees who are enrolled in credit courses. Persons who are employed should contact their Human Resources office to determine if such plans are available.

Tuition Deferment Loan Program

Students who are eligible for their employer's tuition reimbursement program may apply for tuition deferment. Contact the Student Financial Services Office (https://www.creighton.edu/businessoffice/otherinformation/employersponsoredtuitiondeferral/).

Dean's Merit Awards

Realizing that many academically strong, working adults with the desire to attend the College of Professional and Continuing Education—even those with some partial assistance from other sources—may find the tuition cost-prohibitive, the college provides Dean's Merit Awards. In

addition to financial need, other considerations for these awards are the applicant's

1. academic potential,
2. work-related experience, and
3. desire to develop new career skills.

Awards vary in value from $100 to $1000 per term and can be received multiple times during a student's program of study. Requirements are that applicants be enrolled in a degree program and complete the special application by May 1 for the summer sessions, August 1 for the fall semester and by December 1 for the spring semester.

Osher Reentry Scholarship

Osher Reentry Scholarships are awarded on a competitive basis to a limited number of nontraditional undergraduate students who have demonstrated the promise of achieving academic success. Applicants must have a cumulative 5-year interruption from their college studies and demonstrate the potential for academic career success. This annual award is applied equally to the fall and spring semesters. For a complete list of criteria and an application, contact the College of Professional and Continuing Education.

Other Scholarships

In addition to the grants, loans and scholarships listed here, there are several scholarships funded by various organizations and other private and University endowed scholarships.

Bachelor Degree Programs

Majors

Students may pursue any major area of study in the College of Arts and Sciences (p. 84), the Heider College of Business (p. 173), or the College of Professional and Continuing Education (p. 207).

Online Program

The following program is offered in a fully online or hybrid format. Courses in this program are offered in 8-week terms:

- Leadership (B.S.). (p. 211) Students may choose to combine online courses with on-campus courses offered during the day.

Accelerated Bachelor's to Master's Degree Programs

- B.S., Leadership/MBA (p. 212) - The accelerated MBA degree for students in the B.S. in Leadership program will allow students to begin earning credit toward the MBA degree during their final semesters in the B.S. program.
- B.S., Leadership/M.S. Organizational Leadership (p. 212) - The accelerated M.S. 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.

Minors

Leadership Studies minor (p. 212)

Bachelor's Degree Requirements

Degree-seeking students enrolled through the College of Professional and Continuing Education are required to complete CPS 200 Making the Transition to College:Strategies for Degree Completion. Students who have successfully completed RSP Culture of Collegiate Life and inter-college transfer to CPCE are not required to complete this requirement.

Students must meet the following requirements:

- a minimum of 128 credit hours, including at least 48 credit hours in courses numbered 300 or above
- a minimum of 48 credit hours must be completed at Creighton University, with 32 of the final 48 completed in residence at Creighton
- an overall cumulative grade point average (GPA) of at least 2.00, based on all courses at Creighton University
- completion of all applicable requirements of the Magis Common Core Curriculum
- completion of all major requirements, with at least a 2.00 GPA in the minimum requirements of the major

Magis Common Core Curriculum

The Magis Core Curriculum applies to students matriculating as an undergraduate degree-seeking student, Fall 2014 and after. The Magis University Common Core Curriculum is organized into four levels, with various Components in each level. Each College may designate additional College Core Components. Students must complete the designated number of credits in each Common Core and College Core categories using approved courses. The most up-to-date list of approved courses is available on the NEST (https://thenest.creighton.edu/PROD/twbkwbis.P_GenMenu/?name=homepage) **Schedule of Classes** and **Course Catalog**.

Foundations	Explorations	Integrations	Designated Courses (1 course each)
Contemporary Composition (3 credits)	Understanding Natural Science (2 credits)	Intersections (3 credits)	Designated Ethics
Critical Issues in Human Inquiry (3 credits)	Understanding Social Science (3 credits)		Designated Oral Communications
Oral Communication (1 credit)	Global Perspectives in History (3 credits)		Designated Written Communication
Mathematical Reasoning (2 credits)	Literature (3 credits)		Designated Statistical Reasoning
Philosophical Ideas (3 credits)	Ethics (3 credits)		Designated Technology
The Christian Tradition (3 credits)	The Biblical Tradition (3 credits)		

College of Professional and Continuing Education Courses

Courses that students take come from any of the undergraduate colleges - see each college and department's section in the catalog. Following are courses designated specifically for College of Professional and Continuing Education students:

CPS 170. Privilege, Power and Difference. 3 credits. FA, SP, SU
Students examine how privilege, power, and difference operate in society: not only among individuals but also in systems and institutions. A focus will be placed on the importance of language, connections to service, social justice and human dignity, and recognizing current events that exemplify privilege, power and/or oppression. P. COM 152.

CPS 200. Making the Transition to College:Strategies for Degree Completion. 3 credits. FA, SP
Newly admitted College of Professional and Continuing Education students will explore the University's Jesuit, Catholic history and Ignatian values; learn about the culture of scholarship and its basis in the standards of academic integrity; become familiar with program and course expectations; and gain an understanding of the tools and services available throughout the University. Students will understand their plan of study, including mapping time to degree and ways to earn academic credit, including the Passport to Prior Learning. Students will be introduced to academic writing techniques. Graded Satisfactory/ Unsatisfactory.

CPS 201. Prior Learning Asses Theory and Practice. 3 credits. FA, SP
Prior learning assessment (PLA) is the process of earning college credit for learning that was acquired from non-classroom experiences like work, professional training, military careers, volunteering and personal life. This course will help students to identify areas of learning they may want to have evaluated for college-level equivalency. This course will also guide students through the preparation and compilation of all components required for the evaluation of a portfolio for prior learning. Students will learn critical reflection skills to rethink the value of their learning and its implications for future learning. Adult learning theory, models, and concepts will be discussed and applied to case studies. This course is facilitated by an instructor who provides guidance for the student in preparing his or her portfolio-based request for credit. P. CPS 200; English composition.

CPS 400. What Really Matters:Discernment, Conscience, Compassion. 3 credits. FA, SP
Using the Ignatian Pedagogical Paradigm, students reflect on multiple Jesuit charisms and what they "mean" for their own lives, with a special focus on discerning "what they love" as related to vocation, service, justice and cura personalis. Students articulate beliefs on our culture and (in)justice at societal and personal levels. P. Critical Issues in Human Inquiry course. P. One Magis Core Critical Issues in Human Inquiry course; Senior standing.

B.S., Leadership

B.S., Leadership

Leadership is not an act, but a way of being, and it is an ongoing process. Grounded in the Jesuit leadership paradigm, this program prepares students for leadership opportunities not just at work, but also in the ordinary activities of everyday life. Central to this adult-focused interdisciplinary leadership program is the premise that the leader must know him or herself. This self-awareness stems from an ongoing ability to engage in self-reflection and discernment. This self-awareness can be utilized in all personal and professional roles and ultimately leads to a desire to work for innovation and change. Thus, the foundational philosophy of the B.S. in Leadership Studies centers around the following tenets:

1. We are all leaders, and we are leading all the time, well or poorly;
2. Leadership springs from within and it is about who I am as much as what I do;
3. Leadership is not an act, it is my life, a way of living; and
4. One never completes the task of becoming a leader but instead, it is an ongoing process.

Program Learning Outcomes:

1. **Disciplinary Competence:** Articulate and apply leadership theories and practices in a variety of settings.
2. **Critical Thinking:** Practice critical thinking in a variety of leadership situations.
3. **Ethics**: Apply ethical practices and Ignatian values in a variety of environments.
4. **Communication Skills:** Demonstrate effective communication skills for personal and organizational leadership.
5. **Deliberative Reflection:** Practice deliberate reflection for personal and professional formation.
6. **Diversity:** Demonstrate an awareness for the diversity of individuals.

B.S., Major in Leadership Requirements: (36 credits)

Code	Title	Credits
ILS 201	Introduction to Leadership Studies	3
ILS 302	Strategic Leadership & Project Management	3
ILS 303	Ethical Dimensions of Leadership	3
ILS 304	Financial and Quantitative Dimensions of Leadership	3
ILS 306	Social Justice: In Thought and Action	3
ILS 320	Theories of Leadership and Organizational Change	3
ILS 499	Leadership Capstone	3
Electives		**15**
Additional 15 credits from ILS courses numbered 300 or above. Non-ILS courses with leadership relevance may be applied to major electives with approval of the program director.		
ILS 310	Global Perspectives: Food in World History	
ILS 341	Foundations of the Nonprofit Sector	
ILS 331	Healthcare in Society	
ILS 352	Emotionally Intelligent Leadership	
ILS 356	Coaching and Mentoring	
ILS 357	Women in Leadership	
ILS 364	The Human Capital Management Environment	
ILS 370	Leadership Well-Being	
ILS 371	Leadership in Literature	
ILS 401	ILS Practicum	
ILS 442	Philanthropy Concepts, Principles and Roles	
ILS 445	Nonprofit Governance: Board Development and Strategic Planning	
ILS 458	Organizational Messaging	
ILS 462	Acquiring and Selecting Human Resource Capability	
ILS 495	Directed Independent Study	
Total Credits		**36**

Accelerated Bachelor's to Master's Degree Program

This program provides highly qualified and motivated students an opportunity to complete both the Bachelor of Science (Leadership) and Master of Science (Organizational Leadership) at an accelerated pace.

Participating students can apply as many as 12 credit hours of graduate-level coursework toward both of their degrees.

B.S., Leadership/M.B.A. Accelerated Program

Accelerated Master's Program (AMP)
B.S., 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 (p. 211)
2. Plan of Study below during the final semesters of the B.S. degree
3. MBA requirements (http://catalog.creighton.edu/graduate/graduate-programs-courses/master-business-administration/master-business-administration-mba/)

Code	Title	Credits
Courses to be taken during the final two to four semesters in the undergraduate program.		
MBA 703	Accounting for Managers	3
MBA 771	Leadership and Organizational Behavior	3
MBA 776	Business, Ethics and Society	3
MSL elective		3

B.S., Leadership/M.S., Organizational Leadership Accelerated Program

Accelerated Master's Program (AMP):
B.S., Leadership / M.S. Organizational Leadership (ORGL)

The accelerated M.S., ORGL degree for students in the B.S., ILS 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 (p. 211)
2. Plan of Study below during final semesters of B.S. degree
3. Remaining M.S., Organizational Leadership requirements. (http://catalog.creighton.edu/graduate/graduate-programs-courses/leadership-ms/leadership-ms/)

Code	Title	Credits
GRD 601	Writing for Graduate Students	1
MSL 600	Leadership Theory, Application and Reflection	2
MSL 601	Strategic Planning	3
6 additional credits with approval from the graduate program.		6

Leadership Studies Minor

Leadership Studies Minor Requirements: (18 credits)

Code	Title	Credits
ILS 201	Introduction to Leadership Studies	3
ILS 302	Strategic Leadership & Project Management	3
ILS 303	Ethical Dimensions of Leadership	3
ILS 304	Financial and Quantitative Dimensions of Leadership	3
ILS 306	Social Justice: In Thought and Action	3
ILS Elective		**3**
Choose one course from the following:		
ILS 310	Global Perspectives: Food in World History	
ILS 320	Theories of Leadership and Organizational Change	
ILS 331	Healthcare in Society	
ILS 341	Foundations of the Nonprofit Sector	
ILS 352	Emotionally Intelligent Leadership	
ILS 356	Coaching and Mentoring	
ILS 357	Women in Leadership	
ILS 364	The Human Capital Management Environment	
ILS 370	Leadership Well-Being	
ILS 371	Leadership in Literature	
ILS 401	ILS Practicum	
ILS 442	Philanthropy Concepts, Principles and Roles	
ILS 445	Nonprofit Governance: Board Development and Strategic Planning	
ILS 458	Organizational Messaging	
ILS 462	Acquiring and Selecting Human Resource Capability	
Total Credits		**18**

All Undergraduate Courses - College of Arts and Sciences

Courses

AES 000. AES Transfer Credit. 1-20 credits.

AES 001. Leadership Laboratory. 0 credits. FA, SP
Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Department of the Air Force second lieutenants and complement the AFROTC academic program. It is a student planned, organized, and executed practicum conducted under the supervision of the Detachment Commander and Operations Flight Commander. Note: This course is offered in partnership with the University of Nebraska-Omaha.

AES 131. Heritage and Values I. 1 credit. FA
Heritage and Values is a survey course designed to introduce students to the Department of the Air Force (DAF) and provides an overview of the basic characteristics, missions, communications and organization of the Air Force and Space Force. Note: This course is offered in partnership with the University of Nebraska-Omaha.

AES 132. U.S. Air Force Heritage and Values II. 1 credit. SP
Heritage and Values is a survey course designed to introduce students to the Department of the Air Force (DAF) and provides an overview of the basic characteristics, missions, communications and organization of the Air Force and Space Force. Note: This course is offered in partnership with the University of Nebraska-Omaha.

AES 231. Team and Leadership Fundamentals I. 1 credit. FA
Team and Leadership Fundamentals provides a fundamental understanding of both leadership and team building. The lessons and course flow are designed to prepare students for field training and leadership positions in the detachment. Note: This course is offered in partnership with the University of Nebraska-Omaha.

AES 232. Team and Leadership Fundamentals II. 1 credit. SP
Team and Leadership Fundamentals provides a fundamental understanding of both leadership and team building. The lessons and course flow are designed to prepare students for field training and leadership positions in the detachment. Note: This course is offered in partnership with the University of Nebraska-Omaha.

AES 311. Leading People and Effective Communication I. 3 credits. FA
Leading People and Effective Communication utilizes student's field training experience to take a more in-depth look at leadership. Special emphasis is placed on enhancing communication skills, and why that is important as a leader. Students have an opportunity to try out these leadership and management techniques in a supervised environment as juniors and seniors. Note: This course is offered in partnership with the University of Nebraska-Omaha.

AES 312. Leading People and Effective Communication II. 3 credits. SP
Leading People and Effective Communication utilizes student's field training experience to take a more in-depth look at leadership. Special emphasis is placed on enhancing communication skills, and why that is important as a leader. Students have an opportunity to try out these leadership and management techniques in a supervised environment as juniors and seniors. Note: This course is offered in partnership with the University of Nebraska-Omaha.

AES 411. National Security and Preparation for Active-Duty I. 3 credits. FA
National Security and Preparation for Active-Duty is designed for college seniors and provides them the foundation to understand their role as military officers and how they are directly tied to our National Security. It is an overview of the complex social and political issues facing the military profession and requires a measure of sophistication commensurate with the senior college level. Note: This course is offered in partnership with the University of Nebraska-Omaha.

AES 412. National Security and Preparation for Active-Duty II. 3 credits. SP
National Security and Preparation for Active-Duty is designed for college seniors and provides them the foundation to understand their role as military officers and how they are directly tied to our National Security. It is an overview of the complex social and political issues facing the military profession and requires a measure of sophistication commensurate with the senior college level. Note: This course is offered in partnership with the University of Nebraska-Omaha.

AFS 277. Global Perspectives on Medicine in Africa and the African Diaspora. 3 credits.
Through the lens of race, gender, and imperialism, this course explores the historical role of medicine in shaping Africa's relations with the world, from the Arab incursions of the 7th century to the trans-Atlantic, colonial, and post-colonial encounters of the 15th to the 21st century. We reflect on medicine as an instrument of state formation, political domination and social control in Africa and the Afro-Atlantic. P. Critical Issues in Human Inquiry.

AFS 307. Demography: World Population Issues. 3 credits. FA (Same as ANT 307, EVS 307, SOC 307)
This course will provide a sociological examination of the development and evolution of different models of population dynamics from several contemporary cultures. It will place particular emphasis on the assumptions and logical consequences of each of these models. Includes a survey of historical and contemporary trends in population growth, as well as a review of competing perspectives about natural limits to that growth. P. So. stdg.

AFS 309. Ultimate Questions: African Theology. 3 credits.
This course offers an introduction to African Christian theology. Topics include African traditional religion and the history of Christianity in Africa; modern theological perspectives on God, Christology, liturgy & enculturation; and contemporary ecclesiological challenges (e.g., church and state, violence and reconciliation, poverty, patriarchy, and dialogue with Islam). P. Christian Tradition, Biblical Tradition, Philosophical Ideas.

AFS 311. Politics of Africa. 3 credits. AY, FA (Same as BKS 311, PLS 311)
Introduction to politics of sub-Saharan Africa. Covers traditional African cultures, societies and polities; independence movements; and post-colonial politics. Discusses political parties, military interventionism, ethnic conflict, development policy and democratic reform. P. So. stdg.

AFS 317. Global Health: A Biosocial and Justice-Oriented Approach. 3 credits. FA, SP (Same as ANT 317, HAP 317, SOC 317)
This course provides a biosocial framework for the study of Global Health arguing that global health issues can only be sufficiently understood and addressed by recognizing their physiological as well as their sociocultural contexts and the dynamic interplay between both. Global health as a discipline is, therefore, interdisciplinary and draws from diverse academic and applied disciplines and professions. This course also highlights the increased recognition in Global Health of health and access to health care as a human right and includes discussions on the importance of a commitment to global health justice and equity. P. So. stdg. P. So. stdg.

AFS 356. Christianity in Africa. 3 credits. OD (Same as BKS 356, THL 356)
Introduction to religion among Africans and Africans in the diaspora. African religious concepts of time, creation, the place of humans in creation, initiation rites, marriage, procreation, death. The relationship between the ecclesial and non-ecclesial dimensions; development of the Black sacred cosmos, ritual, music, folk tradition and performance practice.

AFS 388. Origins of Modern Africa. 3 credits. AY (Same as BKS 388, HIS 388)
Examination of the European impact on Africans and their institutions. P. So. stdg.

AFS 390. Introduction To African Literature. 3 credits. (Same as BKS 390, ENG 390)
Contemporary African literature. Relationship between African literature and society, emergence of national and cross-African literatures, issues of cultural conflict, language and oral tradition, and other topics. P. Critical Issues in Human Inquiry; Contemporary Composition.

AFS 398. Literature of Francophone Africa. 3 credits. SP (Same as BKS 398, ENG 398)
Sample of representative Francophone African literature. Nature and functions of this literature, relation between it and society. Impact of non-Western cultural context on Western literary genres. P. Contemporary Composition course.

AFS 400. Seminar in African Studies. 3 credits. OD
Seminars offered on special topics related to African Studies. May be repeated under different subtitles.

AFS 405. Ethnicity, Nationalism and Democracy. 3 credits. AY (Same as PLS 405)
Recent history has brought a "wave" of democratization, along with intensifying ethnic awareness, nationalism and (at times) conflict. What are the major interpretations of the courses and prospects for these phenomena? How do ethnicity and nationalism affect democracy, human rights and the international system? Can multi-nation states such as Russia survive as democracies? How? This course considers trends in major regions and uses several case studies: Russia, Israel/Palestine, Nigeria, South Africa, India, and others. P. So. stdg.

AFS 470. Seminar In Film Studies: Africa And African American. 3 credits. (Same as BKS 470, ENG 470, COM 470)
Topical seminar with topics changing in different semesters. Examination of particular areas of film and popular culture. Topics in different semesters might include detailed examination of a film genre (e.g., the western, science fiction, detective films), or film and culture studies (e.g., women and film; film and developing nations). May be repeated for credit to a limit of six hours. P. Contemporary Composition course.

AFS 484. Nationalist Movements in Colonial Africa. 3 credits. SP (Same as BKS 484, HIS 484)
Case studies of the development and course of selected nationalist movements in European-ruled Africa. P. So. stdg.

AFS 485. Society And Belief Systems In Africa. 3 credits. SP (Same as BKS 485, HIS 485)
Examination of the social institutions of black Africa; the roles and meaning of the "tribe", ethnicity and the family. P. So. stdg.

AFS 486. Women and Gender in Africa. 3 credits.
A study of the roles and representations of women and gender as conceptual and analytical categories in African history and society. P. So. Stdg.

AFS 489. Southern Africa: The Politics Of Race. 3 credits. OD (Same as BKS 489, HIS 489)
Examination of the historical development of the social and political structures of modern Southern Africa. Primary focus on South Africa, Rhodesia-Zimbabwe, and Namibia. Analysis of the place of "race" in national policies. Includes apartheid, black nationalism, decolonization, guided democracy, and the interrelationship between economic developments and the social and political systems. P. So. stdg.

AFS 493. Directed Independent Readings. 1-3 credits. OD
Individualized program of reading in an area of special interest under the direction of a faculty member. P. AFS coordinator consent.

AFS 495. Directed Independent Research. 3 credits. OD
Individualized program of reading in an area of special interest under the direction of a faculty member. P. AFS coordinator consent.

AFS 589. The Rwanda Genocide as a Challenge for the Church. 3 credits.
Exploration of the 1994 Rwanda Genocide in historical, theological, and political contexts with particular focus on roles played by majority Catholic Church.

AMS 121. American Government And Politics. 3 credits. FA, SP, SU (Same as PLS 121)
A course that provides a critical overview of American political institutions, processes, and policies. It shows how these institutions and processes are shaped by the Constitution, historical events and elections as well as by politicians, the media, interest groups, and public opinion.

AMS 275. The Twentieth Century as "The American Century. 3 credits. (Same as HIS 275)
In 1941, publisher Henry R. Luce declared the twentieth century to be “The American Century.” This course examines the degree to which Luce’s label squares with a global-historical analysis of the major events, movements, and figures of the century that just passed, where the roots of many of today’s most challenging issues are to be found. P. One Critical Issues in Human Inquiry course or HRS 100 or HRS 101.

AMS 301. Social and Cultural Theory. 3 credits. FA, SP (Same as ANT 301, SOC 301)
An exploration of the ideas central to sociology and anthropology from the perspective of their historical and contemporary theories. Special attention is given to the implications of these ideas for understanding human social values. P. So. stdg.

AMS 307. Introduction to American Studies. 3 credits. (Same as HIS 307, ENG 307)
This course provides an introduction to the field of American Studies, which seeks to understand the complex reality of 'the American experience' in all its variety. Topics include the history of American Studies as a discipline as well as its methodologies, central concepts, and emerging questions. Students will examine a broad topic from multiple disciplinary perspectives, with an emphasis on developing and employing the methodological tools common to contemporary American Studies scholarship. The topic/content areas will be selected by the instructor, based upon his/her area of scholarly expertise. P. So. stdg.

AMS 308. Theories and Methods in American Studies. 3 credits. (Same as HIS 308)
This course introduces students to prevailing theories and methodologies in American Studies. Students will examine in a critical fashion interdisciplinary studies of the meaning and significance of 'Americanness' in historical, cross-cultural, and even trans-national contexts. The complex relationships between ethnic, religious, racial, and ideological groups in American society will receive critical attention. P. So. stdg.

AMS 310. Religion And Contemporary American Society. 3 credits. ENY, SP (Same as SOC 310)
An examination of religious beliefs, behaviors, and structures as they relate to contemporary America. In addition to studying established religious forms, attention is also given to the public controversies connected with religion and to new religious movements and trends. P. So. stdg.

AMS 312. Mass Media And Modern Culture. 3 credits. FA, SP (Same as COM 312, ENG 312)
Examination of the role of film, television, and print media in American life. P. Jr. stdg.

AMS 316. Qualitative Methods, Ethnography, and Engagement. 3 credits. SP (Same as ANT 316, CRJ 316, SOC 316)
This course is an introduction to qualitative research methods within the social sciences. It emphasizes ethnography and community engagement as the primary tools of anthropological research. It promotes skill development in reflective practice, research design, partnership building, strategies for collecting ethnographic data and analysis, engaging in field work through participant-observation, and community problem-solving. The course develops compassion, confidence and competence as it contributes to social justice action in student's communities and their professions. Meets Doing Social Science, Designated Ethics, Designated Oral Communication, Designated Technology, and Designated Written Communication Magis Core requirements. Prereq: Understanding Social Science course; Ethics course; Oral Communication course; Contemporary Composition course.

AMS 318. Gender in American Society. 3 credits. FA (Same as SOC 318)
Comprehensive examination of the forces shaping the position and behavior of women and men in modern American society. How and why do these positions and behavior differ? What are the consequences of these differences? Emphasis on gender as enacted across the spectrum of multicultural diversity in American society, with some comparison to other societies. P. Understanding Social Science; Sophomore standing.

AMS 323. Crime, Victimization and Public Health. 3 credits. (Same as CRJ 323, SOC 323)
This course examines how crime and victimization are perceived within society, how they are measured through quantitative and qualitative lenses, and the particularities of urban environments that intersect with high concentrations of crime and victimization, as well as considering crime and victimization from a public health perspective. P. Understanding Social Science or Instructor consent.

AMS 325. American States And Regions. 3 credits. OD (Same as PLS 325)
Description and evaluation of American state governments and regional organizations. Examination of the theory of federalism and its current status; comparative analysis of state-level political actors and institutions. Special attention given to Nebraska and Iowa state politics. P. So. stdg.

AMS 327. Minority Politics in America. 3 credits. OD (Same as PLS 327)
Explores the political experience of American racial and ethnic minorities with particular attention to the experience of black Americans. Includes review of roots and patterns of unequal treatment of minorities, tactics and strategies used to attack these patterns, and contemporary situation. Particular attention will be paid to the tension between integrationist and self-determination strategies. P. So. stdg.

AMS 328. Mass Media In American Politics. 3 credits. AY (Same as PLS 328)
Analyzes the role of the media in contemporary American politics, focusing on its impact on public opinion, elections and day-to-day government. P. Sophomore standing.

AMS 329. American Literature/American Identity. 3 credits. SP (Same as ENG 329)
Analysis of the treatment of the American identity as it is represented in American literature of the colonial period to the present. P. Contemporary Composition course.

AMS 331. Indians of the Great Plains. 3 credits. ONY, SP (Same as ANT 331, NAS 331)
This course provides a comprehensive interdisciplinary approach to the study of Native cultures on the Great Plains. We will examine ecology, geography, geology, natural resources, archaeology, history, art, linguistics, cultures, as well as the human habitation of the area from first records (which are both archaeological and oral historical) to the present. The course will be run seminar style. Each student (or group depending on the size of the class) will choose a specific cultural group for study. If a student is a member of a plains Indian group the student is required to study a linguistically and culturally different group. The professor will act as a resource for methodology and research strategies. Each student will bring to the seminar a summary of relevant data for the group she/he is studying and present it to the class. Students will also build a portfolio of short papers on each seminar topic that will be assembled into a major paper at the end of the semester. P. So. stdg.

AMS 335. Federal Indian Policy And Law. 3 credits. OD (Same as NAS 335, PLS 335, SWK 335)
This course investigates the relationships between Native Americans and the Euro-American in terms of how the Natives were perceived and the impact this has had on Colonial and Federal policies relating to Native populations. The course's emphasis is on the historical, political and cultural aspects of the relationship. P. So. stdg.

AMS 339. Public Policy And Poverty In The United States. 3 credits. AY (Same as PLS 339)
Government policies and programs affecting the poor in the United States. Issues include various elements of welfare programs and policies, entitlement programs such as Medicare and Social Security, problems of intergovernmental activity in administrating social welfare. Examination of various critiques of social welfare policy and a review of reform proposals. Role of organized interests and public support relative to programs affecting the poor. Skill development includes policy formulation and analysis. P. So. stdg.

AMS 340. Native American Cultures and Health. 3 credits. FA (Same as ANT 340, NAS 340)
This course allows students to learn first hand about the culture and health care practices of Native Americans by participating in seminars offered by Native tribal and spiritual leaders, healers, and others who work with Native populations in promoting wellness and pride in culture. Students will participate in the course with SPAHP students enrolled in the elective course "Learning through Reflective Service: Native American Experience." (PHA 341). Enrolled undergraduate students will engage with Omaha-based health agencies and attend group reflection sessions. This course will be graded on a SA/UN basis.

AMS 341. Race and Justice. 3 credits. FA (Same as ANT 341, BKS 341, CRJ 341, SOC 341)
This course focuses on racial and ethnic inequality in the U.S. criminal justice system. What are the determinants and consequences of prejudice and discrimination; of race and ethnicity; of ethnocentrism; sex/gender norms and class structure, as they relate to racial/ethnic minority groups/members affected by the criminal justice system? How is the society and culture we live in different from that of our parents and that of our grandparents or our great grandparents? What led to the changes we see today? Are there alternative social arrangements that may yield more equality, more efficiency, and more social justice? The goal of this course is to provide you with the basic concepts, theories, and historical context required to critically analyze and answer these questions with regard to racial/ethnic minority groups/members affected by the criminal justice system. Prereq: Sophomore standing.

AMS 343. Peoples and Cultures of Native North America. 3 credits. ENY, FA (Same as ANT 343, NAS 343)
Historic and ethnographic survey of the Native cultures of North America. Includes an analysis of the ecological, social, and ideological adaptations and cultural changes brought by contact with Euro-American populations. P. So. stdg.

AMS 345. Sport in American Culture. 3 credits. OD (Same as ANT 345, SOC 345)
How American cultural norms, values, and beliefs are reflected in and are influenced by sport. Included will be issues of basic cultural values and ideology, racial and ethnic groups, gender, and the role sport plays in American culture.

AMS 350. American Literature I: Beginnings To Civil War. 3 credits. SP (Same as ENG 350)
An historical survey of American Literature from its beginning to 1860. P. ENG 150.

AMS 353. Jazz in American Culture. 3 credits. OD (Same as BKS 353, MUS 353)
Examines the relationship between American society and the development of jazz in the course of the 20th century and beyond. Special attention will be given to those cultural, economic, and political factors which could influence jazz trends on a regional or national level.

AMS 358. Critical Issues in the Study of North American Religions. 3 credits. ONY, SP (Same as ANT 358, NAS 358, THL 358)
This course utilizes anthropological perspectives in the study of Native American religion. The focus of the course is non-Western, non-proselytizing religions which are coterminous with local political or kinship based social groups. The course looks at the history of the study of Native religions, the nature of Native religions as understood by a variety of disciplines, and the contemporary critique of colonialism by Native peoples specifically in regard to intellectual colonialism of Native knowledge and the practical colonialism inherent in the imitation of Native religions by non-tribal members.

AMS 359. The City In United States History. 3 credits. OD (Same as HIS 359)
This course examines the development of urban areas in the United States during the 19th and 20th centuries. Of particular concern are the elements of urban architecture, economics, politics, demographics, and violence. To go beyond the generalizations of the assigned readings, the city of Omaha will be used as a laboratory for investigating these themes in a specific setting. P. So. stdg.

AMS 360. Gender, Society and Culture. 3 credits. SP, SU (Same as ANT 360, SOC 360)
Examines gender from a holistic perspective, including language, biology, cultural history, and socio-cultural variables. The course will examine gender in a wide variety of cultures. P. So. stdg.

AMS 365. Issues of The Native American Experience. 3 credits. FA, SU (Same as NAS 365, SWK 365)
Examination of Native American culture and values, social institutions and social systems. Presentation of issues emanating from being Native American. Consideration given to understanding the Native American experience from an historical perspective as well as the contemporary viewpoint. P. So. stdg.

AMS 367. American Philosophy. 3 credits. OD (Same as PHL 367)
Surveys some of the works of significant figures in philosophy in America, both past and present. Includes classical American philosophy as well as important individuals outside that tradition. Focuses primarily on metaphysical and epistemological themes. P. Philosophical Ideas course.

AMS 369. American Popular Music. 3 credits. OD (Same as MUS 369)
This is a lecture/demonstration course that will trace the birth and evolution of popular music in America from its roots in the nineteenth century, jazz, blues, country and rock music through the artists and songs that define the genre.

AMS 372. Equality, Minorities, And Public Policy. 3 credits. AY, SP (Same as BKS 372, HIS 372, PLS 372)
Incorporates continuing discourses between a historian and a political scientist. Exploration of the political processes whereby minorities have influenced the formulation and implementation of policy and governmental responses to demands for equal treatment. P. So. stdg.

AMS 384. Building the American City. 3 credits. SP (Same as ARH 384)
A survey of the most important works of major architects from the Colonial period to the present.

AMS 385. Survey of American Art. 3 credits. AY (Same as ARH 385)
Survey of American painting, sculpture, and architecture from pre-Revolutionary days to the present with focus on the historical forces that shape the American artist.

AMS 387. Modern Hispanic Art History. 3 credits. (Same as ARH 387, NAS 387)
Modern Hispanic Art History will survey the painting, sculpture and architecture of Latin America along with some of its Spanish influences, from 1820 to the present. Native American and African influences on Latin American art will be surveyed. Key figures to be studies are: Rivera, Torres-Garcia, Lam, Matta, Kahlo, Varo, Chambi, Salgado, Barragan, Botero, Bravo, Jimenez, etc.

AMS 389. The Roaring Twenties. 3 credits. OD (Same as ENG 389)
Representative American authors and works from the 1920's. P. Contemporary Composition course and Jr. stdg.

AMS 391. Film Music. 3 credits. (Same as MUS 391)
The course will survey the important and emerging art genre of film music. The course will include music scores and composers of the past and present combining historical, cultural and social themes in film as enhanced through the music. Some study will include the language of music, in particular, melody, harmony, rhythm, tone color and the composer's use of these elements in creation of music for the film. The course will deal primarily with American film but may include selected films of other countries as well.

AMS 393. African-American Literature. 3 credits. SP (Same as BKS 393, ENG 393)
A survey of representative African American literature from its inception to the present. The particular representative authors and genres and the historical focus of the course may differ each semester. P. Contemporary Composition course.

AMS 395. Selected Topics. 3 credits. OD
Course designed for the development of a relevant class of interest to the program and suited to the special-interest, one-time offering. An example of a topic is History of the American City. P. Jr. stdg.; AMS coordinator consent.

AMS 400. Topical Seminar in American Studies. 3 credits. OD
Seminars offered on special topics related to American Studies. Topics vary from semester to semester. May be repeated under different subtitles. P. Jr. stdg.

AMS 406. German Immigrant Culture in the United States. 3 credits.
This course, a survey of German-American culture from the 19th century to the present, takes an interdisciplinary approach to the German immigrant experience in the United States and to questions of ethnic and national identity. P. GER 317, 318.

AMS 411. Social Inequality and Stratification. 3 credits. ONY, SP (Same as ANT 411, SOC 411)
Nature, causes, and consequences of social inequality and stratification, with particular attention directed to the interaction among class, race and ethnicity, and gender. P. Jr. stdg.

AMS 415. Thoreau and Environmentalism. 3 credits. (Same as PHL 415)
This course is a philosophical exploration of the relations among fiction, poetry and truth, in the context of reading one of the greatest classics of American literature, Henry David Thoreau's Walden. P. PHL 107 or So. stdg.

AMS 419. Bible, Spirituality, & American Public Life. 3 credits. (Same as JPS 419, THL 419)
Exploration of the Biblical foundations of Christian Spirituality, followed by critical examination of the implications for contemporary American life; includes attention to intersection of race, gender, & economic realities. P. THL 110, THL 200.

AMS 432. Democratic Theory. 3 credits. FA, OD (Same as PLS 432)
Major themes and thinkers on the role of government and the nature of a democratic political culture. Using both historical and contemporary materials, the course explores issues such as popular control, public participation, local autonomy, individualism, political liberty, and variations in American political ideology. P. Jr. stdg.

AMS 437. Religion And Public Life In The United States. 3 credits. OD (Same as PLS 437)
This course transcends the designation "church and state" because it considers the non-institutional behavior of religious individuals in groups, and their impact on our public life far beyond that of government. P. So. stdg.

AMS 449. American Colonies. 3 credits. AY (Same as HIS 449)
Considers the Age of Exploration and the European discovery and America; the European colonization of North America; and the cultural, economic, political, and social development of the thirteen colonies which became the United States of America up to 1763. Emphasis on the transformation of Europeans into provincial Americans. P. So. stdg.

AMS 455. Global Bollywood. 3 credits.
This course will use Bollywood, or global popular Indian cinema, as a cultural and political lens to understand the "uncomfortable realities of the world," including poverty, capitalism, gender hierarchies, and religious conflict. Drawing on interdisciplinary frameworks of social and cultural studies, film studies, postcolonial and diaspora theory, and gender and race studies, students will explore the politics of globalized production and reception of culture, global connections that bridge differences, and intersections between American racial formations and postcolonial hierarchies. P. Critical Issues in Human Inquiry course, Contemporary Composition course, Sr. standing.

AMS 460. The History Of Women In The United States. 3 credits. OD (Same as HIS 460)
The economic, social, and political status of women in the United States from colonial times to the present. Concentration on four major topics: the family, the work place, the community, and the feminists movements. An integral part is the examination of the traditional roles of women in society as well as changes in those roles. P. So. stdg.

AMS 465. American Pragmatism. 3 credits. OD (Same as PHL 465)
Examination and critical evaluation of the major works and themes of the American pragmatists: C. S. Peirce, William James, and John Dewey. Includes an examination of their relation to other philosophers. P. Philosophical Ideas course.

AMS 467. History Of The Art of Spain And Her Colonies. 3 credits. FA, SP (Same as ARH 467)
A comprehensive survey of the major monuments of Spanish art from cave painting to the present, with emphasis on major artists (i.e., Montanes, El Greco, Zurburan, Velasquez, Goya, Picasso, Rivera, and etc.).

AMS 468. Native American Art. 3 credits. FA (Same as ARH 468, NAS 468)
Survey of Native American art from the 16th century to the present with a concentration on the art of the continental United States. Includes Northwest, Southwest, and Plains cultures.

AMS 470. Making Maps that Matter: Introduction to Geographic Information Systems. 4 credits. (Same as ANT/CRJ/EVS/SOC 470)
Geographic Information Systems-or GIS-refers to the technology used to store, edit, analyze, and present geographic data. This course will introduce students to both the technical and conceptual sides of making maps that matter. Weekly labs will teach the technical skills necessary for using geographic data to create maps. In addition to the technical skills, students will lead weekly book club and "mappy hour" discussions that will foster critical thinking about how GIS and maps are used in society. These readings will emphasize the importance of place and space to a range of contemporary social and environmental issues including poverty, pollution, crime, and racial injustice. Students will apply what they've learned in a semester-long mapping project to raise awareness about a social or environmental problem in a place of their choosing. P. SOC 212.

AMS 471. Discourse of the American Family. 3 credits. (Same as COM 471)
With American culture, the concept of family has taken on "god term" status. Rather than studying communication within families, the course examines how the social construction of family (communication about family) has changed over time and examines the discourse, myths, problems/limitations, and power with how family has been culturally constructed.

AMS 482. Race In America: Idea And Reality. 3 credits. OD (Same as BKS 482, HIS 482, PHL 482, PLS 482)
An examination of the idea and reality of race during key phases of U.S. history, with an emphasis on the contemporary situation. To understand the multiple meanings and experiences of race, the course draws on sources from science, literature, law, and philosophy. P. Philosophical Ideas course.

AMS 491. Senior Seminar. 3 credits. SP
A research seminar required of all American Studies majors and co-majors. P. Sr. AMS major.

AMS 493. Directed Independent Readings. 1-3 credits. OD
Course designed to allow an individual student with an interest in a particular area to pursue it under the direction of a willing faculty member. P. AMS coordinator consent.

AMS 497. Directed Independent Research. 1-3 credits. OD
Course designed to allow an individual student with an interest in a particular area to pursue it under the direction of a willing faculty member. P. AMS coordinator consent.

AMS 585. American Studies Internship. 1-3 credits. FA, SP, SU
A supervised on-the-job experience at governmental or private agencies in applying American Studies knowledge and skills to cultural resources management; museum, library, and/or archival work; historic preservation; and other areas. P. AMS major; Jr. stdg.; DC.

ANT 111. Introduction to Anthropology: Human and Cultural Diversity. 3 credits.
Anthropology is the study of the unity and diversity of human beings. This introductory course takes a holist approach, focusing on our physical, social and cultural past and present by including all four fields of the discipline: Archaeology, Physical Anthropology, Linguistics, and Cultural Anthropology. While Archaeology and Physical anthropology focus on physical remains and our common biological makeup, Linguistics, and Cultural Anthropology explore the study of human communication and our richly diverse patterns of social behavior and beliefs.

ANT 112. Introduction to Anthropology: Culture, Ecology and Sustainability. 3 credits.
This course examines cultural variation in the use of energy and the environment from the perspective of anthropology. It introduces students to human behavior as biological, spiritual, cultural, and social adaptation strategies to maximize survival. Students learn the unique comparative, holistic, and participant observation approaches of anthropology.

ANT 113. Introduction to Anthropology: Social and Cultural Determinants of Health. 3 credits.
Anthropology offers a comprehensive understanding of the biological and cultural unity and diversity of humans. This introductory course will introduce students to the topics, theories, and methods of the discipline, applied to the scientific study of the social and cultural determinants of health, following anthropology's comparative and holistic approach. Students will examine a variety of topics including culture, ethnicity and race, language and communication, economic systems, political systems, kinship and social organization, gender, religion, art, and social and cultural change. They will learn how these components of human life influence health and help us to understand the social and cultural determinants of health.

ANT 175. Nutritional Anthropology: Introduction to Foodways and Food Studies. 3 credits.
This Critical Issues course in nutritional anthropology will introduce students to foodways and food studies using anthropology's comparative and holistic approach. Students will examine a variety of topics such as cultural aspects of food sharing and food proscriptions (sociality), cultural and biological aspects of taste, food and human evolution, and contemporary issues relating to food safety, security, sustainability, and sovereignty in order to determine what efforts (including service) need to be made so that American foodways are more just and more strongly support human dignity. CO: Oral Communication.

ANT 178. Global Citizenship. 3 credits.
Based on the mission of the Society of Jesus and the guidelines for Topics and Learning Objectives for Global Citizenship designed by the United Nations Education Science and Culture Organization (UNESCO), this course on Global Citizenship is designed with the purpose of engaging students in the challenging realities of humanity by an informed understanding of local and global affairs, and ultimately become proactive contributors, at the local and global levels, to a more just, inclusive, secure, tolerant, and sustainable world. The objectives and goals of this course are inspired by the spirit of Jesuit education that want to form "men and women for others" with comprehensive understanding of the world, an affective engagement with their reality that, consequently, will inspire an active commitment to social justice. CO: Oral Communication course.

ANT 179. Encountering Africa: Experiencing our Shared Humanity. 3 credits.
Africa and the experiences and identities of peoples living on the African continent help us to better understand and appreciate the diversity of the human experience and our individual and collective identities. Throughout the course students are familiarized with various topics related to Africa, comparing and contrasting them with their own realities and experiences and forming an understanding and appreciation of being global citizens. CO: Oral Communication course.

ANT 210. Biological Anthropology. 4 credits.
This is a survey course covering the topics of genetic adaptability, mammalian evolutionary lineage, evolutionary theory, primate evolution, primate behavior, human evolution, human population genetics, and modern human variation, and based on evidence from evolutionary biology. We cannot fully understand our modern appearance and current social condition without first recognizing the influence of our evolutionary past. Through analyses of living primates, the fossil record, and archaeological findings, this course takes a comparative approach to understanding our modern phenotypes (physical and social appearances). By the end of the semester, students will have a strong basis in understanding how and where humans fit within the animal kingdom, as well as how modern humans evolved. Prereq: Understanding Natural Science; Contemporary Composition.

ANT 211. Medical Anthropology. 3 credits. (Same as SOC 211)
This course provides and overview of medical anthropology, and as such, explores cross-cultural human experiences of health, illness, suffering and healing from an anthropological perspective. We will consider how socio-cultural beliefs, values, and practices can shape healing systems. We also will study the interconnections of culture and biology, and will examine how social power relations can affect patterns of disease. Additionally, this course will cover optics such as healing and curing, disability and difference, biotechnologies, the body and embodiment, gender and reproduction, and medical ecology among others. P. Understanding Social Science.

ANT 225. From the Grave: Fundamentals of Forensic Anthropology. 3 credits. (Same as CRJ 225)
This course introduces students to the field of forensic anthropology. Through lecture content and written assignments, students examine the development, theoretical and methodological bases, and current application in forensic anthropology. students will gain a theoretical understanding of how these methods are used in the investigation and detection of crime, the processing of mass disasters, the recovery of war dead and missing persons, and in international human rights investigations. P. Mathematical Reasoning; Contemporary Composition.

ANT 301. Social and Cultural Theory. 3 credits. (Same as AMS 301, SOC 301)
An exploration of the ideas central to sociology and anthropology from the perspective of their historical and contemporary theories. Special attention is given to the implications of these ideas for understanding human social values. P. So. stdg.

ANT 307. Demography: World Population Issues. 3 credits. (Same as AFS 307, EVS 307, SOC 307)
This course will provide a sociological examination of the development and evolution of different models of population dynamics from several contemporary cultures. It will place particular emphasis on the assumptions and logical consequences of each of these models. Includes a survey of historical and contemporary trends in population growth, as well as a review of competing perspectives about natural limits to that growth. P. So. stdg.

ANT 308. An Anthropological and Transformational Approach to Alternative and Complementary Medicine. 3 credits.
This introductory course will introduce integrative medicine, a type of medical therapy and care that combines conventional medical treatment with complementary and alternative therapies through the lens of medical anthropology. Medical pluralism refers to how patients and carers use multiple treatments in a pluralistic medical landscape where there is a co-existence of multiple medical systems. Integrative medicine seeks to integrate complementary and alternative medicine in a pluralistic landscape of practice. Students will also learn about diverse global ethnomedical systems. The course will familiarize students with the scientific study of complementary and alternative medicine in relation to conventional biomedicine, following anthropology's comparative and holistic approach, using narrative methods. (Meets Doing Social Science and Designated Written Communication requirements). Prereq: Understanding Social Science course, Contemporary Composition course.

ANT 314. Statistics for the Social Sciences. 4 credits. (Same as CRJ 314, SOC 314)
Broad introduction to the statistical techniques used by social scientists to analyze their data, including computer usage. Attention is directed to the basic procedures for organizing and describing data, for assessing relationships among social variables, and for using that information to make inferences about the population. P. Mathematical Reasoning course.

ANT 316. Qualitative Methods, Ethnography, and Engagement. 3 credits. (Same as AMS 316, SOC 316, CRJ 316)
This course is an introduction to qualitative research methods within the social sciences. It emphasizes ethnography and community engagement as the primary tools of anthropological research. It promotes skill development in reflective practice, research design, partnership building, strategies for collecting ethnographic data and analysis, engaging in field work through participant-observation, and community problem-solving. The course develops compassion, confidence and competence as it contributes to social justice action in student's communities and their professions. Meets Doing Social Science, Designated Ethics, Designated Oral Communication, Designated Technology, and Designated Written Communication Magis Core requirements. Prereq: Understanding Social Science course; Ethics course; Oral Communication course; Contemporary Composition course.

ANT 317. Global Health: A Biosocial and Justice-Oriented Approach. 3 credits. (Same as AFS 317, HAP 317, SOC 317)
This course provides a biosocial framework for the study of Global Health arguing that global health issues can only be sufficiently understood and addressed by recognizing their physiological as well as their sociocultural contexts and the dynamic interplay between both. Global health as a discipline is, therefore, interdisciplinary and draws from diverse academic and applied disciplines and professions. This course also highlights the increased recognition in Global Health of health and access to health care as a human right and includes discussions on the importance of a commitment to global health justice and equity. P. So. stdg.

ANT 318. Applied Research: Assessment and Evaluation. 4 credits. FA, SP (Same as CRJ/HAP/SWK 318)
This course familiarizes students with foundational research methods for needs assessment and program evaluation commonly used in the social sciences. Satisfies Magis Core: Doing Science Science; Magis Designated Oral Communication, Designated Technology, Designated Statistical Reasoning P. Critical Issues in Human Inquiry (or HRS 100 or HRS 101), Oral Communication, Understanding Social Science, Mathematical Reasoning.

ANT 325. Death Investigation: Forensic Anthropology Methods. 4 credits. (Same as CRJ 325)
This course examines the methods used by forensic anthropologists to construct a biological profile of skeletonized human remains which directly aid in a positive identification of the decedent. These methods are used in the investigation and detection of crime, the processing of mass disasters, the recovery of war dead and missing persons, and in international human rights investigations. In the lab portion, students will apply the methods used by forensic anthropologists to hands-on activities using skeletal collections. Prereq: Understanding Natural Science; Mathematical Reasoning.

ANT 336. An Introduction to Conflict Resolution. 3 credits. SU
This introductory course will introduce conflict resolution, exploring historical epochs and cultural approaches as well as appropriate practices using the lens of anthropology. Students will look at conflict and conflict resolution approaches. Conflict resolution will be explored as a history of changing discourses, connecting the relationships between world events, meaning systems, and appropriate analytical tool. Narrative methods will be used to generate a transformational approach, storying conflict narratives while working with duoethnographic partners. P. Understanding Social Science; Contemporary Composition.

ANT 337. Anthropology of War and Peace. 3 credits. (Same as JPS 337, SOC 337. Magis: Do Soc Sci, Written Comm)
This course explores the dynamics of war and peace from an anthropological lens. Using ethnographic cases, students will examine approaches to peace, analyze the varied forms of violence that stifle it, and explore possibilities for transforming violent conflict. Students will apply anthropological methods to consider peacebuilding strategies in comparative contexts. Satisfies Magis Core: Doing Social Science, designated Written Communication course.

ANT 338. Understanding Global Dynamics of Food, Development, and Sustainability. 3 credits. (Magis: Oral Communication)
This course provides students with an understanding of the social practices and private and and public policies related to food production, distribution, and consumption and their local, national, and global interconnections. By using the tools of holistic and comparative analysis, this course helps students to understand, from an anthropological perspective, the interconnectedness of issues such as food overproduction and scarcity, overnutrition and hunger, development, food security, sustainability, and food and environmental justice. Satisfies Magis designated Oral Communication course. P. Oral Communications.

ANT 340. Native American Cultures and Health. 3 credits. (Same as AMS 340, NAS 340)
This course allows students to learn first hand about the culture and health care practices of Native Americans by participating in seminars offered by Native tribal and spiritual leaders, healers, and others who work with Native populations in promoting wellness and pride in culture. Students will participate in the course with SPAHP students enrolled in the elective course "Learning through Reflective Service: Native American Experience." (PHA 341). Enrolled undergraduate students will engage with Omaha-based health agencies and attend group reflection sessions. This course will be graded on a SA/UN basis. P. So. stdg.

ANT 341. Race and Justice. 3 credits. (Same as AMS 341, BKS 341, CRJ 341, SOC 341)
This course focuses on racial and ethnic inequality in the U.S. criminal justice system. What are the determinants and consequences of prejudice and discrimination; of race and ethnicity; of ethnocentrism; sex/gender norms and class structure, as they relate to racial/ethnic minority groups/members affected by the criminal justice system? How is the society and culture we live in different from that of our parents and that of our grandparents or our great grandparents? What led to the changes we see today? Are there alternative social arrangements that may yield more equality, more efficiency, and more social justice? The goal of this course is to provide you with the basic concepts, theories, and historical context required to critically analyze and answer these questions with regard to racial/ethnic minority groups/members affected by the criminal justice system. Prereq: Sophomore standing.

ANT 345. Sports in American Society. 3 credits. (Same as SOC 345, AMS 345)
How American cultural norms, values, and beliefs are reflected in and are influenced by sport. Included will be issues of basic cultural values and ideology, racial and ethnic groups, gender, and the role sport plays in American culture.

ANT 346. Peoples and Cultures of Latin America. 3 credits. (Same as NAS 346)
A study of the cultures of Latin America. Includes an analysis of the culture history, ecological adaptations, social adaptations, ideological adaptations, and the nature of culture change for indigenous peoples and subsequent immigrants to the regions of the Americas where linguistically Spanish and Portuguese now predominate.

ANT 350. Forensic Anthropology Field School. 4 credits. (Same as CRJ 350)
The Forensic Anthropology Field School is an intensive four-week course focused on exposing students to the application of forensic anthropology in the medico-legal system. Students participate in the process of a mock medico-legal death investigation beginning with crime scene recovery and ending with expert witness testimony. Prior to excavation, students will learn the theory and methods of osteology and archaeology. Once at the "crime scene" students will actively participate in mapping, recording, and excavation. After materials are recovered, students conduct a full analysis and construct a case report to be compared to missing persons reports. The Field School concludes with students testifying as a scientific expert witness in a courtroom. The process will include training and input from law enforcement, legal professionals, forensic scientists, and medical professionals. Ultimately, students will gain a hands-on experience of how death investigations work, and be exposed to the perspectives of many different disciplines. Prereq: Understanding Natural Science; Ethics; Oral Communication.

ANT 352. Magic, Witchcraft and Medicine. 3 credits.
The course introduces students to classical anthropological readings about magic and witchcraft. It examines crosscultural ethnographic descriptions of key-concepts, such as sympathetic magic, shamanism, evil eye, and vampires. The course also critically investigates continuities between magic and medicine. It focuses on recent ethnographies that explore the non-secular rationality embedded in practices surrounding amniocentesis, IVF and other forms of imagistic medicine, organ donation and transplantation, and controlling contagion. Satisfies Magis: Doing Social Science. P. Magis: Understanding Social Science; Sophomore Standing.

ANT 360. Gender, Society and Culture. 3 credits. (Same as AMS 360, SOC 360)
Examines gender from a holistic perspective, including language, biology, cultural history, and socio-cultural variables. The course will examine gender in a wide variety of cultures. P. So. stdg.

ANT 361. (De)Colonizing Bodies. 3 credits.
In this course, we explore contemporary realities of colonial and missionizing pasts through the lens of bodies. The term "body" can refer to many topics: physical bodies of individual people, social bodies (the way we use our bodies to communicate to others through clothing, body modification, and comportment, among others), the body politic (populations as monitored and controlled by governments), governmental bodies, corpora of literature and fine art, bodies of data, bodies of material culture, and geographic bodies such as land and water. Students will explore the intersections of these bodies through course readings, lectures, and participant observation (one of the signature methods in Anthropology) at instructor-designated settings. Through these experiences, students will become culturally literate in the places they visit, and gain basic proficiency in social science data collection, analysis, and interpretation - while also considering how the health of one type of body influences and is influenced by others. Students will also hone oral and writing skills through daily reflection. With the completion of the course, students will have developed a deep understanding of how colonial and missionary pasts continue to impact individual, population, and environmental health. P. Understanding Social Science course.

ANT 383. Cultural Epidemiology: Global Perspectives. 3 credits. (Same as HAP 383)
Cultural epidemiology addresses the structural and cultural determinants of health, and integrates methods, theories, and debates in both epidemiology and medical anthropology responding to health needs on an international scale. The course introduces students to methods for health research, concepts of health and disease, and strategies to alleviate ill health. P. ANT 111 or 112 or 113 or SOC 101; Contemporary Composition.

ANT 385. Community Internship I, II. 3 credits.
Omaha city government departments and other private and public agencies provide opportunities for semester-long participation in their regular operations. Academic coordination provided by a department faculty member. May be repeated for up to 6 hrs. Prereq: Instructor consent.

ANT 399. Trauma Care for the Whole Person. 3 credits. ONY
It is essential for social workers and helping professionals to be reflective practitioners and know how to effectively care for others as well as themselves. Students will explore the distinctions of trauma including: physical, psychological, social, historical, ongoing, and vicaríous trauma. This course is designed to examine the impact of trauma on the mind, body and spirit. Trauma care is not only for the individuals, families and/or communities with whom they work but also to develop resiliency in the mind, body and spirit of the helping professionals. P. Sophomore standing.

ANT 400. Topical Seminar in Anthropology. 3 credits.
Seminars offered on special topics related to anthropology. Topics vary from semester to semester. May be repeated under different subtitles.

ANT 411. Social Inequality and Stratification. 3 credits. (Same as AMS 411, SOC 411)
Nature, causes, and consequences of social inequality and stratification, with particular attention directed to the interaction among class, race and ethnicity, and gender. P. Jr. stdg.

ANT 415. Social Stratification in the Dominican Republic. 3 credits. (Same as SPN 415, SOC 415)
In this course we will study the nature, causes, and consequences of social inequality and stratification in the Dominican Republic, with particular attention directed to the interaction among class, race and ethnicity, and gender. P. Soph. stdg. and one course from Understanding Social Science.

ANT 418. Healthcare, Society and Culture. 3 credits. (Same as HAP 418, SOC 418)
This course analyzes health, illness, and healthcare by considering social forces, applying a social science perspective, and comparing this perspective with other paradigms in order to comprehend sources and distribution of illness, social meanings and experiences of illness, and diverse health care systems in domestic and global settings. P. One Magis Core Critical Issues in Human Inquiry course; Senior standing.

ANT 420. Environment & Society: Sociological Perspectives. 3 credits. (Same as EVS/SOC 420)
Human societies interact with the natural environments in which they are embedded. An examination of the driving economic, political, cultural, and demographic forces that cause human modification of the natural world, the resulting social and environmental problems and public controversies. A focus on movements and policies related to environmental issues, and the prospects for the emergence of more environmentally "sustainable" societies. Prereq: Critical Issues in Human Inquiry.

ANT 421. Public Health and Social Justice in Haiti. 3 credits.
This FLPA (Faculty-Led Program Away) course includes pre-departure on-campus classroom work, followed by immersion in Haiti to learn about its culture, public health and microfinance initiatives, and other development projects, and post-travel classroom work. In addition to reading and discussion, students will engage throughout the course in daily reflection as a group and in individual student journaling. Course content emphasizes health and justice issues in Haiti as outgrowths of historical and present-day global interrelationships - particularly between Haiti and the U.S. Students will develop a proposal for action that is grounded in careful attention to the complexities of this interrelationship. P. Critical Issues in Human Inquiry; Senior standing.

ANT 422. Health, Disease, and Suffering in the Past and Present. 3 credits. (Same as HAP 422)
Experience of disease has become commonplace in society. Which brings to light questions such as: When did people begin experiencing disease? What cultural and environmental factors influence the spread of disease? When experiencing disease, what social and biological challenges do people face? This course takes a broad comparative approach to the study of health and disease through time (paleopathology), exploring topics such as identification of health and disease in the past, spread of disease (pandemics and epidemics), medical treatment practices, cultural stigma surrounding disease experience, and healthcare equity through time. Conditions resulting in soft tissue and boney responses are often associated with cultural and environmental variables such as living conditions, access to food, habitual behaviors, and childhood growth and development. To better understand health experiences and equity in modern populations, it is important to establish a foundation of past social, cultural, and biological patterns. Prereq: Critical Issues in Human Inquiry.

ANT 424. Sustainability Across the Rural Americas. 3 credits. (Same as EVS 424, SOC 424)
This interdisciplinary course studies sustainability and the diverse cultures of rural American peoples by looking at topics such as ethics, environmental resources, economic strategies, public policy and social inequality. This course offers off-campus field observation and ethical reflection assignments and involves students in active collaborative problem-solving research.

ANT 425. What's for Dinner, Honey?: Food, Culture, Gender, and Health. 3 credits. (Same as SOC 425)
This course examines the relationship between food, culture, and health to address issues of diversity, service, and social justice. Students will engage in personal and educational experiences in a dynamic learning environment where they can engage challenging food and health problems to develop their citizenship at local and global levels and begin to draw conclusions about the struggles for justice. The instructor and students work together at the intersection of intellectual inquiry and personal experience to seek to understand food, culture, and health intersections in the world at large. Drawing on the Ignatian tradition, the course involves research and writing as well as reflection, collaboration, and debate. P. Critical Issues in Human Inquiry course and Senior standing.

ANT 430. Violent Environments and Sustainability. 3 credits. (Intersections course; Same as SOC/EVS/JPS 430)
This course examines environmental violence and sustainability from an interdisciplinary perspective. Using ethnographic cases, we will consider environmental struggles for justice in relation to war, displacement, and political violence. Students will analyze how people resist and transform violence and explore concrete strategies for building a more just and sustainable world. Prereq: Critical Issues in Human Inquiry.

ANT 455. Food, Society, and Environment. 3 credits. (Same as EVS 455, SOC 455)
Access to food is a universal, basic human need. This course considers the social and cultural significance of food, the ecological implications of producing it, and the social justice issues that surround its distribution from several disciplinary perspectives. P. Sr. stdg.

ANT 470. Making Maps that Matter: Introduction to Geographic Information Systems. 4 credits. (Same as AMS/CRJ/EVS/SOC 470)
Geographic Information Systems-or GIS-refers to the technology used to store, edit, analyze, and present geographic data. This course will introduce students to both the technical and conceptual sides of making maps that matter. Weekly labs will teach the technical skills necessary for using geographic data to create maps. In addition to the technical skills, students will lead weekly book club and "mappy hour" discussions that will foster critical thinking about how GIS and maps are used in society. These readings will emphasize the importance of place and space to a range of contemporary social and environmental issues including poverty, pollution, crime, and racial injustice. Students will apply what they've learned in a semester-long mapping project to raise awareness about a social or environmental problem in a place of their choosing. P. SOC 212.

ANT 493. Directed Independent Readings. 1-6 credits.
Student-initiated survey of the literature related to a broad topic in anthropology not covered in the student's course work. Undertaken in close cooperation with a supervising faculty member. May be repeated to a limit of six hours. P. IC.

ANT 495. Directed Independent Study. 1-6 credits. FA, SP, SU
Student-initiated project on a focused topic in anthropology, utilizing library materials and involving close cooperation with a supervising faculty member. May be repeated to a limit of six hours. P. IC.

ANT 497. Directed Independent Research. 1-6 credits. FA, SP, SU
Student-initiated empirical project on a focused topic in anthropology, involving close coordination with a supervising faculty member. May be repeated to a limit of six hours. P. IC.

ANT 499. Senior Capstone: Applying the Social Sciences. 3 credits.
Students will connect, integrate, and elaborate prior learning and skills by studying and interpreting a selected topic. Reading, research, discussion, writing, exercises and presentations will engage us in the topic and allow us to use our knowledge and skills developed by pursuing a sociology or anthropology major. The course provides both a completion of the undergraduate experience and engages students in program assessment.

ANT 525. Archaeological Fieldwork and Analysis. 3 credits. SU (Same as CNE 525, THL 525)
The student learns the principles of stratigraphic archaeology (or underwater archaeology) by participating in an excavation for a minimum of four weeks. The student will learn stratigraphic theory and excavation strategy, basic archaeological techniques, and the basic analysis of archaeological materials recovered from the site. (Underwater archaeologists will learn basic underwater techniques in place of some terrestrial methods.) CO: ANT 526.

ANT 526. Archaeology Of Roman Palestine. 3 credits. (Same as CNE 526, THL 526)
This is a study of ancient Palestine from the rise of the Herodian dynasty in the first century B.C.E. to the aftermath of the Muslim conquest in the seventh century C.E. the material of the course is the physical remains of archaeological sites throughout modern Israel, along with movable cultural remains that issued from these sites. The major focus of the course will be the interaction between Classical Mediterranean civilization on the one hand, and the Jews and other Middle Eastern peoples on the other, in the age that yielded Rabbinic Judaism, Christianity and Islam. CO: ANT 525.

ANT 561. Definitions of Health-Implications for Care: Austria, Hungary and the United States. 3 credits.
This course explores different understandings of health and how these influence perceptions and practices of care as well as policies pertaining to public health and health care. Students will compare and contrast their own understandings, perceptions, and knowledge with those of diverse groups and professionals 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. Critical Issues in Human Inquiry; Senior standing.

ARA 111. Beginning Arabic for Daily Life I. 3 credits.
This course introduces students to the language by focusing on the acquisition of essential elements for basic communication and development of the practical language skills (listening, speaking, reading, and writing) for communicating in daily life situations, as well as provides a broader awareness of and appreciation for the cultures of the countries where Arabic is spoken.

ARA 112. Beginning Arabic for Daily Life II. 3 credits.
This course continues to develop the language-learning process by focusing on the acquisition of essential elements for basic communication and development of the practical language skills (listening, speaking, reading, and writing) for communicating in daily life situations, as well as provides a broader awareness of and appreciation for the cultures of the countries where Arabic is spoken. P. ARA 111 or placement.

ARA 225. Intermediate Arabic. 3 credits.
This course is designed to help students make the transition to natural communication and develop the language-learning process by focusing on the expansion of necessary elements for development of the practical language skills (listening, speaking, reading, and writing) by using cultural and literary readings as well as grammatical exercises. It also provides a broader awareness of and appreciation for the cultures of the countries where Arabic is spoken. P. ARA 112 or equivalent.

ARH 111. Arts and Cultural Identity. 3 credits.
JVLA students only.

ARH 170. Cities and People: Urban History and Social Justice. 3 credits.
This course presents a survey of select cities throughout time and across the globe. Contentious elements of the development of important cities will be analyzed through the lens of social justice and human dignity. Students will see the positive and negative impact of urbanism on human life and consider the causes and remedies of human suffering in terms of urban planning. CO: COM 101.

ARH 171. Who Owns the Past? Cultural Heritage and Modern Politics. 3 credits.
This course explores the ways the past is studied, interpreted, presented, and conserved, an increasingly hot topic in today's politicized global environment. Modern political ideologies such as colonialism and nationalism, wars, poverty, and a thriving illicit antiquities market are closely intertwined with how past cultural heritage is collected interpreted, presented, and maintained. CO: COM 101.

ARH 210. History of Art: The Ancient World. 3 credits.
This course presents a survey of major works of sculpture, architecture, and painting made in the Near East, Europe, and North America from the prehistoric beginnings through the Middle Ages. Students will be asked to identify particular works, to describe their basic elements, to distinguish those elements that characterize different styles, and to begin to explain the formal and historical reasons for these differences.

ARH 211. The History of Art: The Medieval World. 3 credits.
This course presents a survey of major works of sculpture, architecture, and painting made in the Near East, Europe, and North America from the Renaissance to the present day. Students will identify particular works, to describe their basic elements, to distinguish those elements that characterize different styles, and to begin to explain the formal and historical reasons for these differences.

ARH 212. The History of Art III: The Modern World. 3 credits.
A general survey of non-western art. The course will introduce African, Asian, and Native American art forms from ancient to contemporary. The painting, sculpture and architecture of each culture are selected to demonstrate the key values and concerns of those cultures. Two lectures will present Islamic and Oceanic art.

ARH 219. History of Western Art and Architecture. 3 credits.
A survey of major works of sculpture, architecture, and painting made in the Near East, Europe, and North America from the prehistoric beginnings through the twentieth century. In studying these monuments, equal emphasis will be placed on formal analysis and on contextual history. Students will be asked to identify particular works, to describe their basic elements, to distinguish those elements that characterize different styles, and to begin to explain the formal and historical reasons for these differences.

ARH 301. Topics in the History of Art. 3 credits.
Topical focus in the area of art and/or architectural history. Course will be subtitled in the Schedule of Courses, and the class can be repeated as long as the subtitle is different.

ARH 349. Egyptian Art And Archaeology. 3 credits. OD (Same as CNE 349, HIS 349, THL 349)
This course surveys ancient Egypt from the prehistoric/predynastic periods beginning around 4,000 BCE through the incorporation of Egypt into the Ptolemaic then Roman Empires at the end of the first millennium BCE. You will learn about the changing historical and cultural contexts of Egypt¡an art and architecture, exploring topics such as the meaning and audience of Egyptian art, the relationship between writing and artistic representation, the art of death, and the connections between art, religion, kingship, and the Egyptian worldview. Along the way, you w¡ll also learn about the history of the field of Egyptology, the relationship of modern Egypt to ancient Egypt, and how "the west" has constructed, used, and abused a constructed "ancient Egypt." Satisfies Magis Core: Fine Arts.

ARH 350. Archaeology of Israel and Jordan. 3 credits. OD (Same as CNE 350, HIS 350, THL 350)
A chronological survey of the archaeology of Israel and Jordan, providing a material perspective on the history of society, economy, and religion of the people from the Neolithic period to the Byzantine Period.

ARH 354. Greek Art and Archaeology. 3 credits. SP (Same as CNE 354)
Study of the sculpture, painting, architecture, and sites of ancient Greece with emphasis on their archaeological, historical, and geographical aspects.

ARH 357. Ancient Near Eastern Art and Archaeology. 3 credits. (Same as CNE 357)
History of painting, sculpture, architecture, and minor arts in the Ancient Near East from c. 3500 B.C. to the conquest of Achaemenid Persia by Alexander the Great in 331 B.C. Regionally, the course will survey the arts in Mesopotamia, in such peripheral areas as Anatolia and the Levant, and in ancient Iran.

ARH 362. Late Antique Art and Archaeology. 3 credits. OD (Same as CNE 362)
Study of the development of Early Christian architecture, painting, sculpture and industrial arts; archaeological excavation of early churches and catacombs with emphasis on problems of interpretation; Western and Byzantine iconography.

ARH 365. Greek Art. 3 credits. OD (Same as CNE 365)
Sculpture, painting and the minor arts of Greece.

ARH 366. Etruscan and Roman Art. 3 credits. OD (Same as CNE 366, ITA 366)
Sculpture, painting, and the minor arts of the Etrusco-Roman people.

ARH 369. Medieval Art and Architecture. 3 credits. (Same as CNE 369)
The history of the Middle Ages studied through the material culture from approximately 300-1400 CE. An emphasis is placed on the painting, sculpture, and architecture from several key moments in the Middle Ages including the fall of Rome, the rise of Christianity, the Byzantine Empire, the Spread of Islam, the Vikings, Charlemagne, the Crusades, the Hundred Years War, and the Black Death.

ARH 372. Northern Renaissance Art and Architecture. 3 credits.
The Northern Renaissance studied through the material culture from 1400-1600 with an emphasis on the history of painting, sculpture, printing, and architecture. Important figures from this period include Jan van Eyck, Hieronymous Bosch, Albrecht Durer, and Pieter Brueghel.

ARH 375. Italian Renaissance Art and Architecture. 3 credits. (Same as ITA 375)
The Italian Renaissance studied through the material culture from 1200-1550 with an emphasis on the history of painting, sculpture and architecture. Important figures from the period include Giotto, Donatello, Leonardo da Vinci, Michelangelo, Raphael, and Titian.

ARH 377. Seventeenth-Century Art and Architecture. 3 credits. (Same as ITA 377)
The Age of the Baroque was one of the most dynamic in Western history. Absolute monarchs such as Urban VIII, Louis XIV, and Peter the Great ruled over growing empires from sumptuous new capital cities. Contact with the New World, Galileo's invention of the telescope, and Newton's discovery of the laws of physics challenged conceptions of the universe and humanity's place in it. A philosophical revolution unfolded led by Hobbes, Descartes, Spinoza, and Leibniz. Literature flourished with the works of Shakespeare and Cervantes, while Purcell and Bach wrote the century's soundtrack.

ARH 380. Eighteenth-Century Art and Architecture. 3 credits.
The Enlightenment in Europe and the United States studied through the material culture from 1667-1814 with an emphasis on the history of painting, sculpture, and architecture. Important figures from this period include Christopher Wren, Antoine Watteau, Balthazar Neumann, Giambattista Tiepolo, Thomas Jefferson, and Jacques-Louis David.

ARH 383. History and Aesthetics of Photography. 3 credits. FA, SP
Study of the history of photography: historical, scientific, philosophical foundations; connection with other forms of literary and visual, fine and performing arts; the impact of the photograph on society and media; the ethics of "taking" and "making" a photograph. Survey of the work of acclaimed masters of the medium as well as of the contemporary poets of photographic language.

ARH 384. Building the American City. 3 credits. (Same as AMS 384)
A survey of the most important works of major American architects from the Colonial period to the present.

ARH 385. American Art and Architecture. 3 credits. (Same as AMS 385)
A history of the major works of sculpture, architecture, and painting made in the United States from the pre-Columbian period to the present day. In studying these monuments, equal emphasis will be placed on formal analysis and on contextual history. Students will be asked to identify particular works, to describe their basic elements, to distinguish those elements that characterize different styles, and to begin to explain the formal and historical reasons for these differences.

ARH 386. The History and Aesthetics of Latin American Photography. 3 credits. (Same as NAS 386)
Examination of the history and aesthetics of photography as a medium of visual expression in the culture of Latin America. Study of the evolution of contemporary Latin American photography from its 19th century "colonial" roots through periods of 20th century revolution and independence to the contemporary post-modern idiom of Latin American image-making. Emphasis on the study of photographic themes that are specific to the Latin American cultural experience: colonialism, revolution and independence, native and tribal society, religion and cult, economic oppression and poverty, politics and self-determination, geography and natural resources, language and architecture. P. One Magis Core Contemporary Composition course.

ARH 387. Modern Hispanic Art History. 3 credits. (Same as AMS 387, NAS 387)
Modern Hispanic Art History will survey the painting, sculpture and architecture of Latin America along with some of its Spanish influences, from 1820 to the present. Native American and African influences on Latin American art will be surveyed. Key figures to be studies are: Rivera, Torres-Garcia, Lam, Matta, Kahlo, Varo, Chambi, Salgado, Barragan, Botero, Bravo, Jimenez, etc.

ARH 390. Nineteenth-Century Art and Architecture. 3 credits.
A history of the major works of sculpture, architecture, and painting made in Europe from Napoleon to the First World War. In studying these monuments, equal emphasis will be placed on formal analysis and on contextual history. Students will be asked to identify particular works, to describe their basic elements, to distinguish those elements that characterize different styles, and to begin to explain the formal and historical reasons for these differences. Areas covered include Neoclassicism, Romanticism, Realism, Impressionism, and Post-Impressionism.

ARH 394. Modern Art and Architecture. 3 credits.
Survey of 20th-century painting, sculpture and architecture in Europe. Focus on Fauvism, Cubism, Expressionism, Dadaism and Surrealism.

ARH 401. History and Methods of Art History. 3 credits. SP
The course will examine the significant historiographic contributions of major figures in Art History, consider contemporary controversies facing modern art historians, and compare various interpretations of art-historical issues. An emphasis will be placed on research methods, bibliography, and the use and criticism of source materials. The course culminates in the completion of a research paper and public presentation that could be the foundation of a scholarly essay and professional lecture. P. Art History major, Jr. or Sr. stdg; and IC.

ARH 410. The Lives of Artists in Film. 3 credits.
This course considers the image of the artist through an examination of contemporary biographies and modern films, ranging in subject from the Italian Renaissance to the present day. In this examination we will consider such questions as: what were the goals of contemporary biographers? Were these goals the same as modern biographers? How were these goals achieved in the past? How are they achieved in modern movies? Was, for example, Michelangelo the same kind of artist as Frida Kahlo? Our examination will have three parts: first, we will read a selection of an artist's biography; second, we will watch a film adaptation of the artist's life; and third, we will have sustained in-class discussions of the film and biography.

ARH 414. The Jesuits and the Arts. 3 credits.
Willing to serve wherever the needs were greatest, the Jesuits in the early-modern period ministered across Europe and around the world, and their mission soon came to include use of the arts. This course examines the collaboration between the arts and Ignatian spirituality that produced to an outpouring of work in painting, sculpture, architecture, urbanism, theater, and music created by the Jesuits around the world.

ARH 430. Selected Topics in Ancient Art and Archaeology. 3 credits. OD (Same as CNE 430)
Topical or regional focus in the area of ancient art and/or archaeology. Course will be subtitled in the Schedule of Courses. Course is repeatable as long as subtitle is different.

ARH 435. Women, Art and Society. 3 credits. (Same as WGS 435)
This course is an exploration of women both as the subjects and the creators of art from antiquity to the present. In this class we will examine the creation, modification and persistence of images of women throughout history, while at the same time we will survey the history of women artists and their artistic contributions. In studying these works of art, we will place equal emphasis on formal analysis and on contextual history.

ARH 440. Climate Change and the City. 3 credits.
This course surveys how we built cities in the past, examines urban problems today, and explores solutions for building better cities tomorrow for the new climate reality.

ARH 445. History of Architecture and Urbanism. 3 credits. AY
This course presents a history of the major buildings and cities from around the world from the Neolithic period to the present day. In studying these monuments, equal emphasis will be placed on formal analysis and on contextual history. Emphasis will be placed on types of architecture, major architects, use and function of buildings, urban development, urban design theory and the impact of architecture and urbanism on society.

ARH 450. The City. 3 credits.
An exploration of urban history, theory, design, and sociology through the study of a single city, such as Athens, Paris, London, Moscow, New York, Mexico City, or Tokyo. Alternately, the course could cover multiple cities across time and cultures, demonstrating the evolution of urbanism and urban theory. Course will be subtitled in the Schedule of Courses, and the class can be repeated as long as the subtitle is different.

ARH 456. Art and War. 3 credits.
Art and war have a long history together. From the birth of civilization in Mesopotamia, to current wars in the same region, art has been employed consistently to express war aims, defend bellicose positions, commemorate great battles, celebrate victors, and honor the fallen. This course presents a survey of art associated with war in the West ranging from antiquity to the present day. P. One Magis Core Critical Issues in Human Inquiry course; Senior standing.

ARH 461. The City of Rome in Antiquity. 3 credits. OD (Same as CNE 461, ITA 461)
An Architectural, Artistic, and Social Historical Survey of the city of Rome, concentrating on the ancient city but also tracing its development (as appropriate) through modern times. Political History will be covered to the extent needed to provide a framework for the course, but does not overlap with CNE/HIS 404.

ARH 465. The City of Rome. 3 credits. (Same as CNE 465, ITA 465)
An architectural, urban, and social historical survey of the city of Rome from the end of the Empire, through the Middle Ages and Renaissance, and ending with the modern city. The class will focus on urban history, theory and design, but will cover political history to the extent needed to provide a framework for the course.

ARH 467. History of The Art of Spain and Her Colonies. 3 credits. (Same as AMS 467)
A comprehensive survey of the major monuments of Spanish art from cave painting to the present, with emphasis on major artists (i.e., Montanes, El Greco, Zurburan, Velasquez, Goya, Picasso, Rivera, and etc.).

ARH 468. Native American Art. 3 credits. OD (Same as AMS 468, NAS 468)
Survey of native American art from the 16th Century to the present with a concentration on the art of the continental United States. Includes Northwest, Southwest, and Plains cultures.

ARH 475. Michelangelo and the High Renaissance. 3 credits.
This course presents a survey of the career of Michelangelo, and study his art through an examination of earlier and contemporary artistic traditions, the literature of Dante, and developments in Italian humanism, Michelangelo's religious faith, and the general context of the High Renaissance. We will read primary documents, including Michelangelo's own poetry and personal letters, as well as biographical treatments published during his lifetime.

ARH 480. Management of Arts Organizations. 3 credits.
An overview of management concepts and theories as applied to arts organizations. Development of an understanding of the balance between the individual and the organization, the artist and the organization, and the community and the organization. P. IC.

ARH 481. Arts Management Internship. 3 credits. (Same as ART 481)
Placement in area arts organizations on a part-time basis for one semester, witnessing first-hand the nature and business of these organizations. Placement in Omaha area arts organizations such as, the Creighton Art Gallery or Theatre Box Office, Omaha Symphony, or Joslyn Museum.

ARH 489. Summer Art History Seminar. 1-3 credits. SU
Summer seminar concentrating on the history and issues of a specific area of art history not normally offered during the regular academic year. The area of concentration varies and is announced in the Summer Bulletin each year. May be repeated for credit to a limit of nine hours. P. ARH 219 or IC.

ARH 493. Directed Independent Research. 1-3 credits. FA, SP
Subject matter and method to be worked out individually. May be repeated to a limit of six hours. P. 12 hours upper-division Art History/ Theory courses; IC.

ARH 497. Directed Independent Research. 1-3 credits. FA, SP
Research work in student's area of concentration. Permission granted following consultation with supervising instructor and consent of department chairperson. Credit dependent on project. May be repeated to a limit of six hours. P. DC; Sr. stdg; written IC.

ARH 499. Senior Thesis. 1-3 credits. FA, SP
Open only to seniors. After choosing a thesis advisor, the student registers for one credit in the first semester of the senior year and two credits in the next. P. Sr. stdg.; IC.

ARH 535. Exploring Italy. 3 credits. (Same as ITA 535, CNE 535)
Students will learn the history of culinary culture, including cuisine, food production, and artisanal activity, through a week spent in Umbria. Students will learn about the great political and artistic patrimony of Italy in the city of Rome, covering all periods of the city but with a special emphasis on the ancient and the modern city.

ART 105. Drawing Fundamentals. 3 credits. FA, SP
This introductory course encompasses both drawing and design. Students explore diverse subjects - still-life, landscape, animals, human figure, portraiture. Various drawing techniques and attitudes will be covered. Principles of two dimensional design are woven into each project. Introduction to the History of Art, expansion of personal creativity and evolution of meaningful themes will be pursued.

ART 153. Three Dimensional Foundations I. 3 credits. FA, SP
Three Dimensional Foundations is designed as an entry level sculpture course for the non-art major, art minor and art major alike. The Elements and Principles of three-dimensional art and design will be woven into each project. This entry-level course will address studio art projects design problems in the round.

ART 154. Figure Sculpture I. 3 credits. FA, SP
Figure Sculpture I is a entry level sculpture course designed for the non-art major, art minor and art major alike. The Elements and Principles of three-dimensional art and design will be woven into each project coupled with contemporary sculptural issues and topics. This entry-level course will address three contemporary art topics through the creation of sculptural form, artist biographical research and project critique and presentation. 1) Portrait in Basso- Relief Cameo, 2) Figure as Landscape (Mezzo-relief), 3) Mold Making and Cold Casting.

ART 211. Introductory Ceramics. 3 credits. FA, SP
To develop a visual and verbal language addressing the basic fundamentals of viewing, constructing and critiquing ceramic art and design. This will include the understanding and application of historical and contemporary discourse regarding materials, tools, form, design, concept and context.

ART 247. Printmaking Fundamentals. 3 credits. OD
An introduction to several modes of artistic expression through the process of fine art printmaking. Investigating the technical and conceptual aspects of numerous traditional and non-traditional printing techniques and process, while gaining a broad understanding and appreciation of the historical and contemporary role of printmaking media in art, design, and culture.

ART 253. Sculpture II. 3 credits. OD
Presentation of the traditional, classical approach to art by the experience of modeling in clay from live subjects. Opportunity for Art majors to sharpen perceptual, aesthetic, and functional skills and for non-Art majors to experience what art is and how it comes about in a sculpture studio. P : ART 105.

ART 254. Figure Sculpture II. 3 credits. FA, SP
Figure Sculpture II is a continuation of Figure Sculpture I. Designed for the non-art major, art minor and art major alike. The Elements and Principles of three-dimensional art and design will be woven into each project coupled with contemporary sculptural issues and topics. This 200-level course will address three contemporary art topics through the creation of sculptural form, artist biographical research and project critique and presentation. 1.) Anatomical Ecorche Bust 2.) Portrait Bust 3.) Mold Making & Cold Casting. P. Any 100-level Sculpture course.

ART 271. Photo Studio I:Beginning Black and White Photography. 3 credits. FA, SP
Introduction to the use of fine art film photography as a means of expression in traditional photo-mechanical and chemical process making visual images. Critique and evaluation of student work with attention to standards of aesthetics and craft and achievements of historical masters of the medium of fine art still photography. Not open to students enrolling as auditors.

ART 295. Special Projects. 1-6 credits. OD
For the non-Art Major. Requires a University sponsor and written DC and IC. Students may repeat this course up to a total of six semester hours.

ART 311. Intermediate Ceramics I. 3 credits. FA, SP
Refining of personal technique on the potter's wheel and discovering new uses for clay as an expressive material. 6S. P. ART 211.

ART 312. Intermediate Ceramics II. 3 credits. FA, SP
Continuation of ART 311. 6S. P. ART 311.

ART 320. Artistic Anatomy. 3 credits. SP
This course involves drawing and the study of human anatomy. A variety of exercises are used - ecorche drawings, skeleton and muscle investigation, and proportion exploration. The student will have a thorough understanding of joint articulation, as well as the nature of response to stimuli and kinetics - all this in order to create believable visual images.

ART 321. Life Drawing I. 3 credits. FA, SP
This drawing course, structured around the concept that working from observation leads to deeper understanding of process which manifests itself in a more personal and expressive vision. Students investigate a broad range of historical and contemporary drawing practices related to the human figure. Students also build knowledge of basic human anatomy and the variety of material and means available to describe complex form in illuminated space. P. ART 105 or ART 247 or ART 320 or Instructor Consent.

ART 322. Life Drawing II. 3 credits. FA, SP
Continuation of ART 321. 6S. P. ART 321.

ART 331. Painting I. 3 credits. FA, SP
Oil paint used on paper, board and canvas. A great variety of aesthetic attitudes and technical approaches. 6S. P. ART 105 or ART 247 or 320.

ART 332. Painting II. 3 credits. FA
Continuation of ART 331 with emphasis on independent research in areas of preference and need. 6S. P. ART 331.

ART 345. Relief Printing: Woodcut And Linoleum. 3 credits. OD
Exploration of the process of making color relief prints on paper from wood and linoleum. P. ART 105 or ART 247.

ART 347. Printmaking I. 3 credits. FA, SP
The study of printmaking using an understanding of techniques, concepts, and materials. Emphasis on using concept development to see how the printmaking medium can be used for a more effective individualized expression. Historical and cultural development of printing as a means of communication. P. ART 105 or ART 247.

ART 348. Printmaking II. 3 credits. FA, SP
Continued study of printmaking using greater understanding of advanced techniques, concepts, and materials. Emphasis on using concept development to see how the printmaking medium can be used for a more effective individualized expression. Historical and cultural development of printing as a means of communication. P. ART 347.

ART 353. Sculpture III. 3 credits. OD
Art 353 Sculpture III is a continuation of 200 level Sculpture II. Project completed in Sculpture II will be expanded into relevant series and editions. Designed for the non-art major, art minor and art major alike. This course will address contemporary art topics through the course text and the creation of sculptural form, readings, artist biographical research and project critique and presentation. P. Any 200-level sculpture course.

ART 359. Creativity, Problem Solving, Goal Reaching. 3 credits. OD
Covers the nature of creativity, sources of creativity and keys to developing creativity. Introduces creative habits and disciplines by using problem solving methods. Not applicable toward Art major; may be taken for elective credit. P. Jr. stdg.

ART 371. Photography Studio II. 3 credits. OD
Introduction to the zone system of black and white photography; study of great photographers' work; critique and evaluation of student work. 2R, 1L. P. ART 271 or IC. Not open to students enrolling as auditors.

ART 373. Photographic Design And Non-Silver Process. 3 credits. OD
An extension of conventional photographic techniques using antiquated emulsions applied to papers and fabrics, hand coloring and toning, combination images, and optional mixed-media explorations. P. ART 271.

ART 374. Photographic Lighting and Studio Management. 3 credits. OD
A laboratory course for fine arts students in effective use of artificial, natural, strobe, and interior studio lighting to create technically competent and aesthetically strong personal photographic images. Students meet during class for demonstrations and critique of their work and complete assignments in the studio during independent lab times. P. ART 271 or IC.

ART 376. The Photo Diary. 3 credits. OD
Investigation of the diary form of reflection on personal themes such as family roots, displacement, death and loss, personal relationships, transcendence, etc. Students will use photographs along with words to record and communicate regular reflection pieces. Examples from various autobiographical and journal formats will be studied. Students are not expected to have prior knowledge of photography. Simple equipment is sufficient. No darkroom work required. P. Jr. stdg; consent of the Director of the Jesuit Humanities Program.

ART 377. Pictures and Words: The Visual Book. 3 credits.
Pictures and Words will introduce students to the history and craft of photographic materials in book design and present the student with a studio artscourse in hands-on creation of visual books with photographic materials and written text P. So Stdg.

ART 380. History And Criticism Of Cinema. 3 credits. FA, SU (Same as COM 380, ENG 380)
Motion pictures as a distinctive medium of communication and as an art form; film language; film history; film appreciation; critical assimilation of film content. P. Contemporary Composition course.

ART 395. Summer Art Studio. 1-3 credits. SU
Summer studio concentrating on a specific area of studio art not normally offered during the regular year. Area of concentration varies and is announced in the Summer Bulletin each year. May be repeated for credit to a limit of nine hours. P or CO: ART 105 for Art majors; none for others.

ART 401. Arts and Civic Engagement: Empty Bowls. 3 credits. FA
This course examines the role of the Arts in social transformation through student involvement in the nationwide initiative, Empty Bowls. Students will study, in theory and reality, how different communities work together to improve local and global conditions. Students will combine studio art practices with reflection and volunteerism by working in a communal environment, inside and outside the classroom. P. ART 211, Critical Issues in Human Inquiry course, Ethics course, Senior standing.

ART 402. Art and Activism. 3 credits. SP
Informed by Ignatian ideals, a global perspective and knowledge of social justice, this course challenges the understanding and application of what it means to be empowered. By fostering students' abilities to apply the study and application of the visual arts as a catalyst for change students will develop the capacity to engage with their community. This course offers students a collaborative learning experience with faculty, community artists and local agencies. Students will explore how the intersection of art and activism affects personal, community, and societal transformation through self-reflection and a creative call to action. P. Any 3 credit ART course; Human Inquiry course; Ethics course; Senior standing.

ART 411. Advanced Ceramics I. 3 credits. FA, SP
Designed to promote individual development in the use of materials and processes of the ceramic artist. 6S. P. ART 312.

ART 412. Advanced Ceramics II. 3 credits. FA, SP
Continuation of ART 411. 6S. P. ART 411.

ART 421. Life Drawing III. 3 credits. FA, SP
Continuation of ART 322. 6S. P. ART 322.

ART 422. Life Drawing IV. 3 credits. FA, SP
Continuation of ART 421. P. ART 421.

ART 431. Painting III. 3 credits. FA, SP
Continuation of ART 332. P. ART 332.

ART 432. Painting IV. 3 credits. FA, SP
Continuation of ART 431. P. ART 431.

ART 447. Printmaking III. 3 credits. FA
Continued study of printmaking using greater understanding of advanced techniques, concepts, and materials. Emphasis on using concept development to see how the printmaking medium can be used for a more effective individualized expression. Historical and cultural development of printing as a means of communication. P. ART 348.

ART 448. Printmaking IV. 3 credits. OD
Continued study of printmaking using greater understanding of advanced techniques, concepts, and materials. Emphasis on using concept development to see how the printmaking medium can be used for a more effective individualized expression. Historical and cultural development of printing as a means of communication. P. ART 447.

ART 453. Sculpture IV. 3 credits. OD
Art 453 Sculpture IV is a continuation of Art 353 Sculpture III. Project completed in Art 353 Sculpture III will be expanded into series and editions. Designed for the non-art major, art minor and art major alike. This course will address contemporary art topics through the course text and the creation of sculptural form, readings, artist biographical research and project critique and presentation. P. 300-level sculpture course.

ART 454. Sculpture V. 3 credits. OD
Art 454 Sculpture V is a continuation of Art 453 Sculpture IV. Project completed in 453 Sculpture IV will be expanded into series and editions. Designed for the non-art major, art minor and art major alike. This course will address contemporary art topics through the course text and the creation of sculptural form, readings, artist biographical research and project critique and presentation. P. ART 453.

ART 481. Arts Management Internship. 3 credits. (Same as ARH 481)
Placement in area arts organizations on a part-time basis for one semester, witnessing first-hand the nature and business of these organizations. Placement in Omaha area arts organizations such as, the Creighton Art Gallery or Theatre Box Office, Omaha Symphony, or Joslyn Museum.

ART 493. Directed Independent Readings. 1-3 credits. FA, SP
Subject matter and method to be worked out individually. May be repeated to a limit of six hours. P. IC.

ART 495. Directed Independent Projects. 1-3 credits. FA, SP
Directed research and study in Art to meet the individual needs of the student. Permission granted following consultation with supervising instructor. Credit dependent on project. May be repeated to a limit of six hours. P. IC.

ART 497. Directed Independent Research. 1-3 credits. FA, SP
Directed Independent Research in student's area of concentration. Permission granted following consultation with supervising instructor. Credit dependent on project. May be repeated to a limit of six hours. P. IC.

ART 498. Senior Thesis I. 3 credits.
This course is designed for the Bachelor of Fine Arts Studio Art major and is the first in a two semester Senior Thesis sequence. Students enrolled in this course have completed a successful portfolio review by the Studio Art faculty prior to enrollment and will work with a Studio Art faculty member (or members) to develop a Senior Thesis project, which will be exhibited during ART 499 Senior Thesis II. A vital component of this course is students' abilities to bridge foundational knowledge of studio art practices gained over the course of their major area of study to culminate with a professional body of work. Students will be required to conduct research relevant to their Senior Thesis project, as well as articulate their project's significance to the discipline. Successful completion of ART 498 is required for continuation in ART 499 Senior Thesis II. P. Senior Standing, Instructor Consent, Department Consent.

ART 499. Senior Thesis II. 1-3 credits. FA, SP
This course is designed for the Bachelor of Fine Arts Studio Art major and is the second in a two-semester capstone Senior Thesis sequence. Students enrolled in this course have successfully completed ART 498 Senior Thesis I. Over the course of the semester students will work with a Studio Art faculty member (or members) to continue development of a Senior Thesis Project to be completed at the conclusion of this course. Students in this course will bridge foundational knowledge of studio art practices gained over the course of their major area of study. This knowledge will culminate in a professional body of artwork exhibited in the CU Lied Art Gallery. Students will be required to conduct research relevant to their Senior Thesis project as well as articulate (both oral and written) their project's significance to the discipline. P. ART 498, Sr. standing, DC, IC, Contemporary Composition course; Oral Composition course.

ASN 300. Introduction to Asian Studies. 3 credits.
Asian Studies is an interdisciplinary program designed to introduce students to the traditions, cultures and politics of Asia by examining the area stretching from Korea in the east to Pakistan in the west, and from the steppes north of China's Great Wall to the southern tip of the Indian subcontinent.

ASN 412. Studies in Major Authors. 3 credits.
Cross-listed with ENG 412 when study appropriately relates to Asian Studies. P. ENG 120, ENG 121, ENG 150 or equivalent; Jr. standing, or IC.

BIO 123. Microbiology for Health Professionals. 4 credits.
Microbiology for Health Professionals is an introductory course covering the biology of microorganisms that are agents of infectious disease. Practical information about microorganisms will be presented that is critical to understanding patient care and disease-prevention strategies. A survey of bacterial and viral disease, antimicrobial chemotherapy options, the response of the body to infection, and concepts in epidemiology will all be presented. 3R. Prereq: Registration in Nursing program or instructor consent.

BIO 149. Biology for the Non-Science Major. 3 credits. (Magis: Understanding Natural Science course)
Introduces non-biology major students to the basics of human anatomy and physiology. Normal functioning of the human body systems, human disease, human genetics, and human population and environmental issues are addressed. The primary goal of this course is to provide the student with a solid, working understanding of the function and occasional malfunction of the human body from an individual and global perspective. Bioethical issues and current medical advances are also discussed and students will gain experience in statistical concepts associated with Epidemiology and Human Disease. 3R.

BIO 159. Human Biology. 4 credits.
This course will explore the general biology of the human body, including investigation into the cells and molecules that make up the body, exploration of organ systems, and discussions of disease. In the laboratory students will learn basic techniques used in various biology fields to discover new information. The students will then apply what they learned to design their own research question and test it. Overall the course will introduce them to science, how the human body works, and how it is studied. This course meets Magis Core Doing Natural Science and Designated Statistical Reasoning. 3R, 3L. Prereq: Understanding Natural Science; Mathematical Reasoning.

BIO 189. Novel Ecologies: Fundamentals of Ecological Conservation and Restoration. 4 credits.
In this course, students will learn fundamental scientific concepts in ecology, such as water and nutrient cycling, energy flow, population and community dynamics, bio-geography, and species interactions. Students will advance and apply their scientific knowledge by participating in field-based, service-learning activities at restoration sites in Nebraska and New Zealand. In coordination with HIS/ENG 400, students will apply their knowledge with insight gained from site visits, readings, and discussions with stakeholders to critically evaluate contemporary problems and practices in both conservation biology and restoration ecology. Students will gain a broader and deeper knowledge of environmental crises and the diversity of ecological worldviews on local and global scales and will grapple with issues of social and ecological justice. Prereq: Understanding Natural Science. CO: HIS/ENG 400.

BIO 201. General Biology: Organismal and Population. 3 credits. FA, SP
Organismal and population biology with emphasis on organismal diversity, structural and functional strategies of organisms, ecological and behavioral relationships, and evolutionary mechanisms. The diversity of adaptive specialization based on the fundamental unity of life is the theme of the course. 3R.

BIO 202. General Biology: Cellular and Molecular. 3 credits. FA, SP, SU
Introduces the conceptual bases of biology and presents the molecular and cellular aspects of metabolism, genetics, and other selected systems. P. One year of college or high school chemistry of sufficient depth and rigor to enable the student to participate in the study of the molecular aspects of biology. P. Understanding Natural Science; CHM 105 with a grade of B- or better, or CHM 203 with a grade of C- or better, or Instructor consent.

BIO 205. General Biology: Organismal and Population Laboratory. 1 credit. FA
Laboratory portion of BIO 201 designed to reinforce introductory knowledge in ecology, evolution and organismal biology. Students will learn basic biological laboratory techniques. 3L. P or CO: BIO 201.

BIO 206. General Biology: Cellular and Molecular Laboratory. 1 credit. SP
Laboratory portion of BIO 202 designed to reinforce introductory knowledge in molecular and cellular biology and genetics. Students will learn basic biological laboratory techniques and principals of experimental design and analysis. 3L. P. Understanding Natural Science; P or CO: BIO 202.

BIO 297. Directed Research. 0-2 credits.
An introduction to laboratory or field methods intended to prepare students for independent research. Research students should enroll in BIO 397 or BIO 497 in subsequent semesters. (No more than 12 semester hours of credit may be accrued in any combination of BIO 297, BIO 397, BIO 493, BIO 495, and BIO 497.) Graded Satisfactory/Unsatisfactory. This course is repeatable. P. IC.

BIO 311. Biostatistics. 4 credits. FA, SP (Same as EVS 311)
Introduction to statistical methods, data display, and experimental design as applied to biological studies. Data analysis is conducted using open-source statistical software. Does not count as a laboratory course. P. BIO 201, BIO 202, BIO 205, and BIO 206; Mathematical Reasoning.

BIO 315. Foundations of Ecology & Evolution. 3 credits. FA, SP (Same as EVS 315)
Introduces the ecological principals governing interactions between organisms and their environment and the change of populations and species over time in the process of evolution. 3R. P. BIO 201 and BIO 202 or IC.

BIO 317. Genetics. 3 credits. FA, SP
Science of heredity and variation. Basic principles of Mendelian genetics, cytogenetics, molecular genetics, human genetics and evolution are examined. 3R. P. BIO 201, BIO 202, BIO 205, and BIO 206.

BIO 318. Genetics Laboratory. 1 credit. FA
Laboratory projects designed to illustrate basic genetic principles will be conducted with the aid of bacteria, fungi, and Drosophila as experimental organisms. 3L. P or CO: BIO 317.

BIO 335. Zoology. 4 credits. FA (Same as EVS 335; Designated Statistical Reasoning course)
Lecture and laboratory study of concepts and principles exemplified by both invertebrates and vertebrates with emphasis on animal diversity, morphology, evolution, and ecological relationships. This course is both lecture and lab. 3R, 3L. P. BIO 201, BIO 202, BIO 205, and BIO 206; Mathematical Reasoning.

BIO 341. Botany. 4 credits. FA (Same as EVS 341; Designated Statistical Reasoning course)
Lecture and laboratory study of concepts and principles exemplified by the plant kingdom with emphasis on plant anatomy, development and growth, physiology, and evolution. This course contains both lecture and lab. 3R, 3L. P. BIO 201 and BIO 202; Mathematical Reasoning course.

BIO 350. Fundamentals of Microbiology. 4 credits. FA
Lecture and laboratory course designed to provide an overview of the structure, metabolism, physiology, ecology, and interactions of microorganisms such as bacteria, archaea, fungi, protists, helminths, and viruses. Also considered are interactions between microorganisms and the hosts they inhabit, and key roles in the global ecosystem. NOTE: BIO 350 course is an upper-level elective for the Biology minor but does NOT count for the Biology major. Biology majors should take BIO 451 for microbiology. 3R, 3L. P. BIO 201, BIO 202, BIO 205, and BIO 206.

BIO 362. Cell Structure and Function. 3 credits. FA, SP
Emphasizes the fundamental importance and experimental underpinnings of knowledge in cell biology. The course consists of four segments; 1) common techniques in cell biology research, 2) basic principles of cell structure and function including membranes, vesicular transport, protein sorting, and the cytoskeleton, 3) how cells multiply, assemble into tissues, and interact with their environment, and 4) cell motility, the immune response, and cancer. 3R. P. BIO 202 and BIO 206.

BIO 363. Cell Structure and Function Laboratory. 1 credit.
This course is designed to deepen students' understanding of cell biology through a series of hands-on laboratory experiments. Using both biochemical and optical techniques we will explore many processes discussed in BIO 362. Students will also identify the location and potential role of an unknown protein. 3L. P or CO: BIO 362.

BIO 371. Animal Behavior. 3 credits. FA, SP (Same as EVS 371)
Evolutionary aspects of animal behavior, including physiological bases of behavior, social behavior, behavioral ecology and genetics of behavior. 3R. P. BIO 201, BIO 202, BIO 205 and BIO 206.

BIO 372. Animal Behavior Laboratory. 2 credits. SP (Same as EVS 372)
Introduction to animal behavior research methods using structured observations and experiments in laboratory and field settings. 3L. P. Mathematical Reasoning. P or CO: BIO 371 or EVS 371.

BIO 383. Vertebrate Natural History. 3 credits. SP (Same as EVS 383)
Lecture series designed to provide students with a modern overview of vertebrate diversity. Lectures encompass ancestry, major adaptive shifts between classes of vertebrates, geographic distribution based on physiological limits, specialized feeding and locomotor modes, courtship patterns, reproductive strategies, and conservation issues. Recommended for students seeking a general understanding of vertebrate life, or those who are interested in teaching biological sciences. 3R. P. BIO 201, BIO 202, BIO 205 and BIO 206.

BIO 384. Vertebrate Natural History Laboratory. 1 credit. SP (Same as EVS 384)
Laboratory exercises that will provide experience in the following areas: dissection of representatives of each major vertebrate class with emphasis on the diagnostic differences between groups; identification and preservation of vertebrate specimens. Field trips are available on a limited basis. 3L. P. BIO 201, BIO 202, BIO 205, and BIO 206.

BIO 397. Directed Independent Research (Extramural). 0-3 credits.
A program of independent study emphasizing laboratory or field research, intended for students working with mentors not part of the Biology faculty. (No more than 12 semester hours of credit may be accrued in any combination of BIO 297, BIO 397, BIO 493, BIO 495, and BIO 497.) Graded Satisfactory/Unsatisfactory. P. IC.

BIO 415. Evolution. 3 credits. SP (Same as EVS 415)
A comprehensive introduction to the fundamental paradigm of modern Biology. Topics include the origin and history of life; historical development of evolutionary theory; genetic basis of evolution; evolutionary mechanisms; organismal diversity, speciation and phylogenetic methods of analysis; evolutionary aspects of biological subdisciplines; and selected special topics. 3R. P. BIO 201, BIO 202, BIO 205, and BIO 206.

BIO 419. Molecular Genetics Laboratory. 2 credits. SP
Laboratory activities using contemporary methods of genomic inquiry. Emphasis on fundamental aspects of gene structure and function. 1R, 3L. P. BIO 317 or IC.

BIO 425. Development of Biological Thought. 3 credits. SU
This travel course will examine the development of the intellectual tools used in the natural sciences, particularly Biology, while visiting many of the institutions and locations in which the advances were made. The course will be held in London, UK and will include both lectures and field trips. P. BIO 201, BIO 202, BIO 205, and BIO 206 or IC.

BIO 432. Immunology. 3 credits. SP
This lecture course is designed to present the basic principles and concepts of immunology. Topics such as organization of the immune system, evolution of the immune system, and cellular and molecular mechanisms used by the immune system to protect organisms from disease are discussed in detail. Additionally, course material examines the practical application of immunological experimental advances in basic and medical science. 3R. P. BIO 201, BIO 202, BIO 205, BIO 206 and BIO 317 or BIO 362.

BIO 433. Vertebrate Comparative Anatomy. 4 credits. SP
Lecture and laboratory study of the anatomy of vertebrates. Lectures incorporate the developmental and evolutionary bases of anatomy. 3R, 3L. P. One 300-level or higher BIO course.

BIO 439. Parasitology. 4 credits. SP (Designated Ethics & Designated Statistical Reasoning)
Lecture and laboratory study of protozoan, helminth, and arthropod parasites with emphasis on their morphology, taxonomy, life histories, and host/parasite relationships. Includes parasites of medical and ecological importance. This course includes both lecture and lab. 3R, 3L. P. One 300-level or higher BIO course; Mathematical Reasoning, Ethics.

BIO 449. Physiology. 3 credits. FA, SP
Introduction to human biological function from the cellular to the organ-systems level. 3R. P. BIO 201, BIO 205, and BIO 362, or IC.

BIO 450. Physiology Laboratory. 1 credit. FA
A hands-on laboratory using modern experimental techniques and technology to illustrate fundamental processes in animal physiology, spanning from cellular mechanisms to whole-animal responses. P or CO: BIO 449.

BIO 452. Microbiology. 3 credits. (Same as EVS 452)
Microbiology is designed to provide an overview of the structure, metabolism, physiology, ecology, and interactions of prokaryotic and eukaryotic microorganisms. Among the organisms and acellular entities to be considered are bacteria, archaea, fungi, protists, helminths, and viruses. Most of these organisms are too small to be seen with the human eye and so are studied through a combination of microscopic, growth, and molecular techniques. While some microorganisms are pathogenic and cause important diseases of humans, animals, and plants, most are not. Rather, many microbes play a positive role in the cycling of carbon, nitrogen, and other nutrients within the global ecosystem and have beneficial effects on the other living organisms with which they are associated. P. Two of the following: BIO 317, BIO 362, CHM 371, CHM 383 or IC.

BIO 453. Microbiology Laboratory. 1 credit. (Same as EVS 453)
Microbiology is the study of organisms too small to be seen with the naked eye. Despite their small size, these organisms are ubiquitous and play important roles in human health, industry, and the functioning of ecosystems. This course is designed to cover a wide range of material in laboratory exercises, introducing students to a breadth of microbial diversity and physiology, as well as the basic techniques used in microbiology. P. Mathematical Reasoning; P or CO: BIO 452.

BIO 461. Entomology. 4 credits. AY, FA (Same as EVS 461)
Lecture and laboratory study of insect biology with emphasis on the major insect groups. Anatomy, physiology, and behavior of insects and their ecological, agricultural, and medical importance. This course is both lecture and lab. 3R, 3L. P. BIO 201, BIO 202, BIO 205, and BIO 206.

BIO 462. Neurobiology. 3 credits. FA
Introduction to the fundamental concepts of comparative neurobiology and the neural basis of behavior. Topics covered include the cell biology of the neuron, neural systems, sensory systems, motor systems, sensory-motor integration and higher brain functions, the interactions between hormones, brain and behavior, and human neurobiology. Lectures emphasize the comparative approach of studying the structure and function of nervous systems by using both invertebrate and vertebrate model systems to illustrate how the brain controls behavior. 3R. P. BIO 362, BIO 433 or BIO 449.

BIO 463. Neurobiology Laboratory. 1 credit. FA
Introduction to neurobiological and behavioral research methods using experimental techniques to understand functional aspects of neurophysiology and the neural basis of behavior. 3L. P or CO: BIO 462.

BIO 464. Neurobiology of Disease. 3 credits. SP (Same as NES 464)
To understand neurological disease, its profession, and discover novel therapeutics requires in-depth knowledge of the cellular and molecular underpinnings of the disorders. Students will revisit concepts from prerequisite courses but apply them to the function and activity of the brain and to circumstances where normal biology breaks down. 3L. P. BIO 362; Ethics; Contemporary Composition.

BIO 467. Developmental Biology. 4 credits. FA (Meets Designated Ethics)
Lecture and laboratory study of animal development with emphasis on the higher vertebrates. Gametogenesis, cleavage patterns and basic body plans, organ system formation, embryo-maternal relationships. Control of growth, differentiation, and morphogenesis. This course includes both lecture and lab. 3R, 3L. P. 300-level or higher molecular/cellular BIO course and one 300-level or higher organismal BIO course; Ethics.

BIO 471. Conservation Biology. 3 credits. AY, FA (Same as EVS 471)
Introduction to the science of biodiversity preservation. Relevant principles of ecology, population genetics, and behavioral biology; aspects of biodiversity, threats to biodiversity and strategies for limiting them; protected area design and management; ecological economics, environmental ethics, sustainable development, and the interplay between human needs and biodiversity preservation. 3L. P. BIO 201, BIO 202, BIO 205 and BIO 206 or IC.

BIO 481. Terrestrial Ecology. 4 credits. FA (Same as EVS 481)
Introduction to the interactions of organisms and the environment, especially the biology of populations, communities, and ecosystems. Individual adaptations, the nature of the environment, population dynamics, and community organization are stressed. Laboratory exercises include field trips to terrestrial habitats. 3R, 3L. P. BIO 201, BIO 202, BIO 205 and BIO 206; Mathematical Reasoning.

BIO 485. Aquatic Ecology. 3 credits. FA (Same as EVS 485)
An introduction to the community structure, biological production, and physical and chemical properties of aquatic ecosystems. The major features of water columns, benthic substrates, and lotic zones will be reviewed and compared. 3R. P. BIO 201, BIO 202, BIO 205 and BIO 206.

BIO 486. Freshwater Ecology Laboratory. 2 credits. FA (Same as EVS 486)
Introduction to methods for analyzing lake, stream, and wetland habitats. Exercises will examine physical and chemical properties, biological production and food chains, and water quality of freshwater ecosystems. 3L. P or CO: BIO 485 or IC.

BIO 490. Seminar In Undergraduate Laboratory Instruction. 0-1 credits.
Required of all undergraduate Teaching Assistants in those semesters in which they are teaching. Course provides instruction in both course content and its effective communication. Emphasis on laboratory and field skills, preparation of examinations, classroom supervision, and student evaluation. This course includes both lecture and lab. Course may be repeated up to a maximum of four times. P. IC.

BIO 492. Seminar in Undergraduate Classroom Instruction. 0-1 credits.
Required of all undergraduate Teaching Assistants supporting lecture-based courses in those semesters they teach. Course provides instruction in course content and its effective communication, fair and constructive grading techniques, and management of course records. Specific duties will vary depending on the requirements for specific courses. P. IC.

BIO 493. Directed Independent Readings. 1-3 credits.
Assigned readings in the student's area of interest. Course is only an addition to and not a substitution for any portion of the major requirement. No more than 12 semester hours of credit may be accrued in any combination of BIO 297, BIO 397, BIO 493, BIO 495, and BIO 497. P. IC.

BIO 495. Directed Independent Study. 1-3 credits.
A program of independent study with emphasis on activities other than laboratory or field research. (Examples include library research or special course attendance). Course is only an addition to and not a substitution for any portion of the major requirement. 2-4 C and/or L. No more than 12 semester hours of credit may be accrued in any combination of BIO 297, BIO 397, BIO 493, BIO 495, and BIO 497. P. IC.

BIO 497. Directed Independent Research. 0-3 credits.
A program of independent study with emphasis on laboratory or field research. No more than 12 semester hours of credit may be accrued in any combination of BIO 297, BIO 397, BIO 493, BIO 495, and BIO 497. P. IC.

BIO 501. Bioinformatics. 4 credits. AY, SP
Introduction to the field of bioinformatics and genome science. Lectures will discuss the pivotal role of bioinformatics in metabolizing the massive amounts of biological information generated from genome projects. Students will also have hands-on experiences of data mining, processing, and analysis, using computer software publicly available or hand-coded by students. Does not count as a laboratory course. 3R. P. BIO 317 or IC.

BIO 517. Current Topics in Genetics. 3 credits. FA, SP (Magis Oral Communication, Written Communication)
Genetic and genomic technologies have an increasing impact on mainstream medicine. In this course, we will examine the genetic and genomic basis of human diseases focusing on the molecular and cellular pathology, molecular detection, genetic therapeutics, and ethical and social implications for the applications of genetics in medicine. 3R. P. BIO 317, Oral Communication; Senior standing or IC.

BIO 520. Genomes and Chromosomes. 4 credits.
The chromosome is the physical basis of genetics in Eukaryotes, and controls major aspects of gene regulation. In this course, we will exam the structure, function and behavior of eukaryotic chromosomes. The accompanying laboratory will emphasize modern genome-wide approach, including student participation in a genome project focusing on disease transmitting flies. 3R, 3L. P. BIO 317; Senior standing or IC.

BIO 532. Current Topics in Cellular and Molecular Biology. 3 credits.
Interactions between nucleic acids and proteins responsible for cell growth, division, and development. Assumes basic knowledge of biomolecules and gene expression. Topics include DNA and chromatin structure and modification, DNA cloning and sequencing, DNA replication and repair, DNA recombination and transposition, regulation of gene expression (transcription, RNA processing, translation, and protein modification), functions of non-coding RNAs, genomics, and analytical techniques of molecular /cellular biology. Original scientific literature study including student-facilitated discussions and a term paper. 3R. P. Any two of the following courses: BIO 317, BIO 362, BIO 452, or CHM 371 or CHM 383, or IC; Contemporary Composition; Oral Communication; Senior standing or IC.

BIO 539. Ecology of Zoonotic Diseases. 3 credits. FA (Same as EVS 539)
Over the past few decades there has been a resurgence of zoonotic diseases such as SARS and Avian Influenza. Why do zoonotic diseases emerge, and what factors lead to epidemics? This course will address these questions, and apply an ecological approach to an understanding of epidemiology in human, livestock, and wildlife populations. P. One of the following: BIO 315, BIO 351, BIO 432, BIO 449, BIO 452, or BIO 481; Contemporary Composition; Oral Communication; Senior standing or IC.

BIO 541. Current Topics in Plant Biology. 3 credits. AY, SP (Same as EVS 541)
This course focuses on historical and current questions in plant biology. Students will explore the evolution, function, and development of plants from the genetic, cellular, and organismal perspective. Specific topics may include hormone function, plant responses to stimuli, and the evolution of plant structures, and plant reproductive strategies. 3R. P. BIO 201, BIO 202, BIO 205 and BIO 206; Contemporary Composition; Oral Communication; Senior standing or IC.

BIO 545. Plant Diversity and Evolution. 4 credits. AY, SP (Same as EVS 545; Meets Designated Written and Oral Comm)
Lecture and laboratory study of the diversity, morphology, and evolution of fossil and living plants. Topics emphasized include the origin of land plants, plant life cycles, evolution of the vascular cylinder, leaf, seed and flower, and the origin of flowering plants. This course includes both lecture and lab. 3R, 3L. P. BIO 201, BIO 202, BIO 205, and BIO 206; Contemporary Composition; Oral Communication; Senior standing or IC.

BIO 549. Environmental Physiology. 3 credits. AY, FA (Same as EVS 549)
Impact of environmental changes and environmental extremes on animals and their physiological mechanisms. Examines primarily vertebrates and their responses to variations in temperature, pressure, and salinity. Basic physiological principles associated with each adaptive response covered in lecture and reading assignments. 3R. P. BIO 335/EVS 335, BIO 383/EVS 383, BIO 433 or BIO 449.

BIO 559. Current Topics in Physiology. 3 credits. FA, SP
This course provides an in-depth examination of one or more physiological topics through a combination of lecture, discussion and student presentations. Reference materials will include textbooks, book chapters, review articles and the primary literature. Topics may include but are not limited to aspects of environmental, comparative and evolutionary physiology, as well as mammalian and human physiology. In most semesters the focus will be on current research, but historical aspects of some subjects may also be addressed. P. BIO 449; Contemporary Composition; Oral Communication; Senior standing or IC.

BIO 567. Current Topics in Neuroscience. 3 credits. SP
The course addresses several current topics within the field of neuroscience. Topics are selected based on the most highly cited works in the field over the past two years. Neuroscience encompasses information from many different scientific fields. We will cover anatomical, cellular, molecular, physiological, and biochemical aspects of developmental neurobiology. Please think of this course as a mental exercise and open yourself up to the intricate, intertwining concepts underlying the function of the brain. Students are required to present primary literature using an oral presentation format. 3R. P. BIO 462 or IDC 662; Oral Communication; Senior standing or IC.

BIO 580. Current Topics in Ecology. 3 credits. SP (Same as EVS 580; Meets Desig Written & Oral Comm)
The focus of this course will be advanced topics in ecology, with an emphasis on the concepts and current approaches in ecosystem ecology. Primary literature will serve as a key resource for students. The structure and function of several model ecosystems will be explored in detail, with particular attention to the concepts of biodiversity, productivity, decomposition and nutrient cycling. In addition, the degree of human alteration of ecosystem structure and function as well as consequences for global ecological processes will be presented. P. BIO 481, BIO 485 or EVS 485. Contemporary Composition; Oral Communication; Senior standing or IC.

BKS 309. The Urban Social System. 3 credits. FA (Same as SOC 309)
Examination of the process of urbanization as it affects the lives and institutions of local populations and incorporates them into much larger national and international systems.

BKS 311. Politics of Africa. 3 credits. AY, FA (Same as AFS 311, PLS 311)
Introduction to politics of sub-Saharan Africa. Covers traditional African cultures, societies and polities; independence movements; and post-colonial politics. Discusses political parties, military interventionism, ethnic conflict, development policy and democratic reform. P. So. stdg.

BKS 341. Race and Justice. 3 credits. FA (Same as AMS 341, ANT 341, SOC 341, CRJ 341)
This course focuses on racial and ethnic inequality in the U.S. criminal justice system. What are the determinants and consequences of prejudice and discrimination; of race and ethnicity; of ethnocentrism; sex/gender norms and class structure, as they relate to racial/ethnic minority groups/members affected by the criminal justice system? How is the society and culture we live in different from that of our parents and that of our grandparents or our great grandparents? What led to the changes we see today? Are there alternative social arrangements that may yield more equality, more efficiency, and more social justice? The goal of this course is to provide you with the basic concepts, theories, and historical context required to critically analyze and answer these questions with regard to racial/ethnic minority groups/members affected by the criminal justice system. P. Sophomore standing.

BKS 353. Jazz in American Culture. 3 credits. OD (Same as AMS 353, MUS 353)
Examines the relationship between American society and the development of jazz in the course of the twentieth century and beyond. Special attention will be given to those cultural, economic, and political factors which could influence jazz trends on a regional or national level.

BKS 356. Christianity in Africa. 3 credits. OD (Same as AFS 356, THL 356)
Introduction to religion among Africans and Africans in the diaspora. African religious concepts of time, creation, the place of humans in creation, initiation rites, marriage, procreation, death. The relationship between the ecclesial and non-ecclesial dimensions; development of the Black sacred cosmos, ritual, music, folk tradition and performance practice.

BKS 367. The African-American Experience. 3 credits. AY (Same as HIS 367)
Slavery, emancipation, "separate but equal", and the drive for full equality. P. So. stdg.

BKS 372. Equality, Minorities, and Public Policy. 3 credits. AY, SP (Same as AMS 372, HIS 372, PLS 372)
Incorporates continuing discourses between a historian and a political scientist. Exploration of the political processes whereby minorities have influenced the formulation and implementation of policy and governmental responses to demands for equal treatment. P. So. stdg.

BKS 384. Black History Through Literature. 3 credits. OD (Same as HIS 384)
History of Americans of African descent as found in journals, novels, and "studies." P. So. stdg.

BKS 388. Origins of Modern Africa. 3 credits. AY (Same as AFS 388, HIS 388)
Examination of the European impact on Africans and their institutions. P. So. stdg.

BKS 390. Introduction To African Literature. 3 credits. OD (Same as AFS 390, ENG 390)
Contemporary African literature. Relationship between African literature and society, emergence of national and cross-African literatures, issues of cultural conflict, language and oral tradition, and other topics. P. Critical Issues in Human Inquiry; Contemporary Composition.

BKS 393. African-American Literature. 3 credits. SP (Same as AMS 393, ENG 393)
A survey of representative African American literature from its inception to the present. The particular representative authors and genres and the historical focus of the course may differ each semester. P. Contemporary Composition course.

BKS 396. Seminar in Black Studies. 3 credits. OD
Topical seminar with topics changing in different semesters. Examination of particular ideas, developments, and issues of relevance to Africa and the African diaspora. Topics in different semesters might include detailed examination of justice and ethnicity, politics and ethnicity, comparative slave systems, slave narratives, or colonial rule in Africa and the Caribbean. P. So. stdg.

BKS 398. Literature Of Francophone Africa. 3 credits. (Same as AFS 398, ENG 398)
Sample of representative Francophone African literature. Nature and functions of this literature, relation between it and society. Impact of non-Western cultural context on Western literary genres. P. Contemporary Composition course.

BKS 428. Cross-Cultural Issues in Psychology. 3 credits. FA, SP (Same as PSY 428)
Explores gender, ethnic, and cultural factors that influence the beliefs, values, behaviors, and experiences of individuals. Provides a fundamental understanding of one's own culture and behavior through exploration of a variety of cultures.

BKS 470. Seminar in Film Studies: African and African American. 3 credits. (Same as AES 470, ENG 470, COM 470)
Topical seminar with topics changing in different semesters. Examination of particular areas of film and popular culture. Topics in different semesters might include detailed examination of a film genre (e.g., the western, science fiction, detective films), or film and culture studies (e.g., women and film; film and developing nations). May be repeated for credit to a limit of six hours. P. Contemporary Composition course.

BKS 482. Race In America: Idea And Reality. 3 credits. OD (Same as AMS 482, HIS 482, PHL 482, PLS 482,)
An examination of the idea and reality of race during key phases of U.S. history, with an emphasis on the contemporary situation. To understand the multiple meanings and experiences of race, the course draws on sources from science, literature, law, and philosophy. P. Philosophical Ideas course.

BKS 484. Nationalist Movements In Colonial Africa. 3 credits. SP (Same as AFS 484, HIS 484)
Examination of the social institutions of black Africa; the roles and meaning of the "tribe", ethnicity and the family. P. So. stdg.

BKS 485. Society And Belief Systems In Africa. 3 credits. SP (Same as AFS 485, HIS 485)
History of Africa south of the Sahara and west of the Cameroons Highlands, African cultural traditions, contact with Islam and the West, the State building, the European invasions, the colonial period, and re-emergent states. P. So. stdg.

BKS 486. Women and Gender in Africa. 3 credits.
A study of the roles and representations of women and gender as conceptual and analytical categories in African history and society. P. So. Stdg.

BKS 487. History of West Africa. 3 credits. OD (Same as AFS 487, HIS 487)
History of Africa south of the Sahara and west of the Cameroons Highlands, African cultural traditions, contact with Islam and the West, the State building, the European invasions, the colonial period, and re-emergent states. P. So. stdg.

BKS 489. Southern Africa: The Politics Of Race. 3 credits. OD (Same as AFS 489, HIS 489)
Examination of the historical development of the social and political structures of modern Southern Africa. Primary focus on South Africa, Rhodesia-Zimbabwe, and Namibia. Analysis of the place of "race" in national policies. Includes apartheid, black nationalism, decolonization, guided democracy, and the interrelationship between economic developments and the social and political systems. P. So. stdg.

BKS 493. Directed Independent Readings. 1-3 credits. OD
Course designed to allow an individual student with an interest in a particular area to pursue it under the direction of a willing faculty member. P. BKS Coordinator's consent.

BKS 497. Directed Independent Research. 1-3 credits. OD
Independent research course. P. IC.

BKS 589. The Rwanda Genocide as a Challenge for the Church. 3 credits.
Exploration of the 1994 Rwanda Genocide in historical, theological, and political contexts with particular focus on roles played by majority Catholic Church. P. THL 100.

CAS 101. Dean's Fellows Foundational Sequence. 0 credits.
Deans Fellows course. Graded Satisfactory/Unsatisfactory. P. Deans Fellow; IC.

CAS 140. Current Topics: A Liberal Arts Perspective. 1 credit.
This 1-credit course will introduce students to a College of Arts and Sciences, Liberal Arts perspective on a current topic. Students will explore the topic from a variety of disciplinary perspectives featuring lectures and discussions with several different faculty members. Students will also be introduced to Blueline - the University's learning management system. Course will be facilitated by the Dean's office and will include a variety of faculty across several disciplines. P. Incoming freshmen only.

CAS 201. Sophomore Advising Program. 0 credits.
As a continuation of student's process of discernment and discover, this year long course will build on the foundation provided by RSP and provide the student with opportunities for further exploration of Creighton's Catholic, Jesuit identity and of Ignatian spirituality, and to reflect upon its relevance to the students' individual path. it will also provide activities to support continued academic and co-curricular planning and professional development to prepare for a meaningful transition to the major and pre-professional work. P. RSP 101 or 102.

CAS 202. Sophomore Advising Program. 0 credits.
As a continuation of students' process of discernment and discovery, this year long course will build on the foundation provided by RSP and provide the student with opportunities for further exploration of Creighton's Catholic, Jesuit identity and of Ignatian spirituality, and the reflect upon its relevance to the students' individual path. It will also provide activities to support continued academic and co-curricular planning and professinal development to prepare for a meaningful transition to the major and pre-professional work. P. RSP 101 or RSP 102.

CAS 590. Applied Research Practicum. 3 credits.
Research course that applies Creighton undergraduate training to a problem identified by a local business partner. The course will address "real world problems" while refining problem-solving, critical thinking and communications skills. Students completing the course will better understand how their undergraduate major is applicable in an applied setting. P. Senior status.

CHM 102. Introductory General Chemistry 1. 3 credits.
A one-semester introduction to the approach and problem-solving skills foundational to the study of chemistry. Topics critical to the study of science include the study cycle and metacognition. Topics critical to the general chemistry sequence include the scientific method, measurements, calculations, matter, energy, the periodic table, atomic theory, atomic and electronic structure, chemical nomenclature,ionic and covalent bonding, molecular geometry and intermolecular forces. Recommended as an entry-level course for those who lack significant preparation in chemistry and/or mathematics. This course is the first course in a three-semester General Chemistry sequence. P. Open only to students with Freshman standing.

CHM 105. Introductory Chemistry. 3 credits. FA
A one-semester introduction to the theories and problem-solving skills foundational to the science of chemistry. Topics critical to the general chemistry sequence are introduced at a more manageable pace, and with more background. Topics include the scientific method, measurements, calculations, stoichiometry, matter, energy, the periodic table, atomic theory, chemical nomenclature, ionic and covalent bonding, chemical reactions, and thermodynamics. Recommended as an entry-level course for those who lack significant preparation in chemistry and/or mathematics.

CHM 111. Fundamentals of General Chemistry. 3 credits. FA
A one-semester survey of general chemistry for nursing students. Topics covered include electronic structure and periodicity, molecular structure, chemical reactions, states of matter, acid-base chemistry, and nuclear chemistry. P. Registration in Nursing Program or IC.

CHM 112. Fundamentals Of Biological Chemistry. 3 credits. SP
Survey of organic and biological chemistry for nursing students. Includes the study of organic functional groups and reactivity, plus the chemistry of biomolecules such as proteins, carbohydrates, lipids, and nucleic acids. P. CHM 111 or equivalent with a grade of "C" or better and Registration in Nursing Program or Instructor Consent; CO: CHM 113.

CHM 113. Fundamentals Of Chemistry Laboratory. 1 credit. SP
Laboratory course to be taken in conjunction with CHM 112 which demonstrates basic chemical tools and illustrates basic chemical principles. P. CHM 111 or equivalent with a grade of "C" or better and Registration in Nursing Program; CO: CHM 112.

CHM 201. Chemistry of Consumer Products. 3 credits.
Course in chemistry of consumer products. Topics include basic concepts of chemistry, molecular structure and chemical properties as related to consumer products including foods, paints, cleaning products, lawn and garden products, preservatives, petroleum products, plastics and materials and cosmetics.

CHM 202. Introductory General Chemistry 2. 3 credits.
Course in introductory chemistry which includes basic concepts: atomic structure, the mole, stoichiometry, gas laws, bonding theories, molecular structure and properties, thermochemistry, and some common reactions. This is the second semester course of a three-semester course sequence.P. A grade of B- or better in CHM 102 or IC; CO: CHM 204.

CHM 203. General Chemistry I. 3 credits. FA, SU
Course in introductory chemistry which includes basic concepts: atomic structure, the mole, stoichiometry, gas laws, bonding theories, molecular structure and properties, thermochemistry, and some common reactions. This is the first half of a two semester sequence. P. Sophomore standing or Satisfactory completion of the QANS Placement Exam or a 'C' or better in CHM 105. CO: CHM 204.

CHM 204. General Chemistry I Laboratory. 1 credit. FA, SU
Laboratory portion of Chemistry 203. Experiments relevant to the content of CHM 203 are performed. CO: CHM 203.

CHM 205. General Chemistry II. 3 credits. SP, SU
Continuation of CHM 203. Concepts and theories covered include thermodynamics, kinetics, chemical equilibria, and applications of equilibrium theory to solubility, acids and bases, oxidation-reduction, and coordination chemistry. P. CHM 203 with a grade of "C" or better. CO: CHM 206.

CHM 206. General Chemistry II Laboratory. 1 credit. SP, SU
Laboratory portion of Chemistry 205. Experiments relevant to the content of CHM 205 are performed. P. CHM 204 with grades of "C" or better; CO: CHM 205.

CHM 285. Advanced General Chemistry II. 3 credits. SP
A second-semester general chemistry course designed for potential chemistry majors and for those students interested in the health sciences who want an advanced treatment of general chemistry topics. The course will focus on kinetics, thermodynamics, and expressions of solution equilibria with applications to quantitative chemical analysis. The approach will be from a conceptual understanding of solution chemistry leading into a quantitative treatment of solution phenomena. P. CHM 203 with a grade of "B" or better. CO: CHM 286.

CHM 286. Chemical and Statistical Analysis Laboratory. 2 credits. SP
A laboratory-based course covering the theories and methods used in classical chemical analysis. Topics include statistical methods for evaluating and interpreting data, theory of chemical analysis and sources of error, and experiments based upon the principles of stoichiometry and equilibrium as applied to titration, precipitation, electrochemistry, and spectroscopy. P. CHM 203, grade of B or better in CHM 204; Magis Mathematical Reasoning course. CO: CHM 285.

CHM 297. Directed Research. 0-2 credits. FA, SP, SU
Participation in a research project under the direction of a member of the faculty. This course can be repeated for a maximum of 3 credits. P. IC.

CHM 315. Quantitative and Statistical Analysis. 4 credits. SP
An integrated lecture and laboratory course that presents the theories and chemical methods for solving a variety of real problems in chemical analysis. Topics covered include: statistical methods for evaluating and interpreting data, sources of error in chemical analysis, principles of stoichiometry and equilibrium as applied to precipitation, acid-base, complexometric, electrochemical, and spectroscopic analysis. Three hours of lecture and three hours of laboratory per week. P. Grade C or better in CHM 205 and CHM 206; Mathematical Reasoning course.

CHM 321. Organic Chemistry I. 3 credits. FA, SU
Study of the structure and properties of organic compounds, as exemplified by alkenes, alkynes, alcohols, and alkyl halides. Stereochemistry, molecular structure, principles of reaction theory, and reaction mechanisms. P. CHM 205 or CHM 285 with a grade of "C" or better. CO: CHM 322.

CHM 322. Organic Chemistry I Laboratory. 1 credit. FA, SU
Fundamental techniques of experimental organic chemistry. Isolation, purification, and organic synthetic methods. P. CHM 206 or CHM 286 with grades of "C" or better; CO: CHM 321.

CHM 323. Organic Chemistry II. 3 credits. SP, SU
Continuation of Chemistry 321. Further study of the principles of organic structure and reaction theory, including delocalized systems. Exploration of the chemistry of aromatic compounds, carbonyl compounds, and others, with additional emphasis on organic synthesis and structural analysis by spectroscopic methods. P. CHM 321 with a grade of "C" or better. CO: CHM 324.

CHM 324. Organic Chemistry II Laboratory. 1 credit. SP, SU
Further study of practical organic reactions, the use of spectroscopic methods (NMR and IR) to elucidate and confirm organic structures, and multistep organic synthesis. P. CHM 322 with grades of "C" or better; CO: CHM 323.

CHM 331. Concepts of Physical Chemistry. 3 credits.
A one-semester survey of physical chemistry. Topics include thermodynamics, equilibrium, kinetics, quantum theory, and spectroscopy. An emphasis will be placed on application with examples taken from chemical and biochemical systems. This course is for students in the Biochemistry (B.S.) major only. All other students should take CHM 341. This course does not fulfill the requirement for the B.S.Chm. degree. P. MTH 246 or MTH 249 and PHY 201 or PHY 213 or PHY 221. P or CO: PHY 202 or PHY 214 or PHY 222.

CHM 341. Physical Chemistry I. 3 credits. FA
An introduction to thermodynamics including equations of state, the first and second laws of thermodynamics, heat capacity, enthalpy, adiabatic processes, entropy, and Gibbs free energy. An introduction to kinetics including the Maxwell-Boltzmann distribution, collision frequency, mean free path, reaction rates, collision density, elementary reactions, and approximate rate laws. The additional mathematics required to understand these topics will also be covered. P. MTH 246 or MTH 249 and PHY 201 or PHY 213 or PHY 221. P or CO: PHY 202 or PHY 214 or PHY 222.

CHM 342. Physical Chemistry Laboratory. 2 credits. SP
Experiments explore topics from chemical thermodynamics, equilibrium, kinetics, quantum mechanics, spectroscopy, and statistical mechanics. Experimental results are analyzed and reported in a format appropriate for publication in a peer reviewed physical chemistry journal. CO: CHM 343. P. One Magis Core Contemporary Composition course.

CHM 343. Physical Chemistry II. 3 credits. SP
An introduction to chemical applications of quantum mechanics including the particle-in-a-box, the harmonic oscillator, the rigid rotor, the hydrogen atom, and approximate methods for atoms and molecules. An introduction to spectroscopy including selection rules, rotational, vibrational, rovibrational, and electronic spectra, and lasers. The additional mathematics required will also be covered. P. CHM 341; CO: CHM 342.

CHM 351. Descriptive Inorganic Chemistry. 2 credits. OD
A systematic study of the main-group elements with an emphasis on chemical reactions, properties, and processes important to the natural world. Lecture topics will be integrated with laboratory experiments to provide a broad introduction to descriptive inorganic chemistry and its key concepts. P. CHM 205 and CHM 206 or CHM 285 and CHM 286.

CHM 371. Biochemistry of Metabolism. 3 credits. FA, SP
A one-semester survey of biochemistry. Topics covered include structure and function of biomolecules, metabolism and bioenergetics. An emphasis will be placed on biomedical examples. Does not fulfill the requirements for the B.S.Chm.:Biochemistry Track or Biochemisty (B.S.) major. P. Junior standing and C or better in CHM 323 and BIO 202; OR Junior standing and a B or better in both CHM 321 and BIO 362 (or both CHM 321 and BIO 317), with CHM 323 being corequisite.

CHM 382. Biochemistry Laboratory. 2 credits. FA, SP
Introduction to several important biochemical and biophysical measurements and methods including strategies for analyzing biologically-important compounds, assaying biological activity, and purifying nucleic acids. Magis Designation(s): Oral Communication, Written Communication. P or CO: CHM 371 or CHM 383, and Biochemistry major or Instructor consent.

CHM 383. Biochemistry I. 3 credits. FA
Structure and function of the major classes of biomolecules including proteins, nucleic acids, lipids, and carbohydrates. Enzymatic reaction mechanisms and kinetics will also be studied. P. Grade of C or better in BIO 202 and CHM 323; Note: Course open only to Biochemistry majors or with instructor consent; does not cover some concepts essential to pre-health tracks unless taken with CHM 384.

CHM 384. Biochemistry II. 3 credits. SP
An overview of biological membranes and transport, as well as biosignaling. Metabolic processes and energy utilization of carbohydrates, lipids, nucleic acids and proteins will be emphasized. P. CHM 383 with a grade of C or better; open to all tracks/majors of the Chemistry Department or Instructor consent.

CHM 392. Forensic Chemistry. 3 credits.
A one semester laboratory course designed to investigate topics in forensic biochemistry, this class will focus on the processing techniques for: biological, chemical, drug, hair, and other evidentiary items found in crime scenes; as well as the instruments used in processing; FTIR, GCMS, and Bioanalyzer. This course satisfies Magis designated Ethics, Oral Communication, and Written Communication course. P. Oral Communication course; Contemporary Composition course, Ethics course, and CHM 371 or CHM 382.

CHM 421. Selected Topics In Organic Chemistry. 3 credits. OD
Study of classes of compounds and reactions of organic chemistry not covered in the regular two-semester sequence (CHM 321, 323). Possible topics include stereochemistry, natural products, computational methods in organic chemistry, physical organic chemistry, photochemistry and other topics of current interest. P. CHM 323.

CHM 445. Chemical Thermodynamics. 2 credits. OD
This course will provide a more extensive introduction to classical thermodynamic theory, including treatments of the laws of thermodynamics, conditions of equilibrium, thermodynamics of gases and solutions, and ideal and non-ideal behavior. P. CHM 343.

CHM 446. Statistical Mechanics. 2 credits. OD
The mathematical study of the connection between quantum mechanical behavior of individual atoms and molecules and their consequent macroscopic properties and phenomena. P. CHM 343.

CHM 448. Group Theory. 2 credits. OD
This course will present an introduction to the theory of group representations. Topics will include the mathematical foundations of abstract group theory, including reducible and irreducible representations. Physical applications of group theory will include crystallographic point groups, group theoretical techniques in quantum mechanics, angular momentum, and vibrational spectroscopy. P. CHM 343.

CHM 451. Inorganic Chemistry I. 3 credits. FA
Relation of atomic and molecular structure to chemical and physical properties. Periodicity and descriptive chemistry of inorganic classes and groups. Topics covered include group theory, MO theory, molecular and ionic structures, redox reactions, acid/base theories, and coordination compounds. P. CHM 343.

CHM 456. Instrumental Analysis. 3 credits. FA
A senior level course on instrumental techniques used in analytical chemistry. Emphasis will be on modern instrumentation theory and applications in spectroscopy, electrochemistry, and chromatography. P. CHM 331 or CHM 343; CO: CHM 466.

CHM 466. Instrumental Analysis Laboratory. 0-2 credits. FA
A laboratory-based course covering the theories and methods used in modern instrumental analysis. Topics include the theory and practice of instrumental techniques, statistical methods for evaluating and interpreting data, sources of noise and error, and experimental methods in spectroscopy, electrochemistry, and chromatography. One hour of recitation and three hours of laboratory per week. P. CHM 286 or CHM 315; CO: CHM 456.

CHM 492. Industrial Internship. 1-3 credits. FA, SP
Each student will spend one day per week or its equivalent in an industrial plant or laboratory. Registration must be preceded by the student submitting a resume, a letter of application, and arranging for a personal interview with one or more industrial concerns prior to the registration date. Each student must be accepted by or have worked for an industrial employer prior to registration. P. CHM 315 or CHM 285, and CHM 286.

CHM 493. Directed Independent Readings. 0-3 credits. FA, SP, SU
Assigned reading in a special area of interest. The course is repeatable for a max of 6 credits.

CHM 495. Directed Independent Study. 1-3 credits. FA, SP, SU

CHM 496. Directed Independent Research I. 0-3 credits. FA, SP, SU
Participation in a pre-approved independent research project under the direction of a member of the department faculty. The course is repeatable for a max of 8 credits. P. CHM 297 or CHM 321, CHM 322; Ethics course.

CHM 497. Directed Independent Research II. 0-2 credits. FA, SP, SU
Final participation in a pre-approved independent research project under the direction of a member of the department faculty. Students register for this course in their final semester of research. They are required to give a public presentation of their work and submit a research report. Research projects in chemistry conducted outside the department may also be acceptable. The course is repeatable for a max of 2 credits. P. CHM 323, CHM 324, CHM 496; Oral Communication course; IC.

CHM 498. Directed Independent Research - Special. 0-2 credits.
Participation in a pre-approved independent research project conducted outside the Creighton University Chemistry Department. The course is repeatable for a max of 6 credits. P. CHM 324 or CHM 285; CHM 286; IC.

CHM 499. Chemistry Seminar. 1 credit.
Presentations on chemical and biochemical research and career-oriented topics by visiting scientists and scholars, and Creighton faculty and students. Modern ethical challenges in the discipline will also be considered. Prereq: Ethics; CHM 323; CHM 324.

CHM 502. Inorganic Chemistry II. 3 credits. SP
Additional topics in inorganic chemistry. Emphasis on organometallic chemistry of transition metals, synthesis and chemical reactivities of inorganic and organometallic compounds. P. CHM 451.

CHM 515. Green and Sustainable Chemistry Laboratory. 2 credits.
Green chemistry is a set of ideals that considers human beings and the environment when designing a chemical reaction, experiment, or process. This laboratory-based course implements the twelve principles of green chemistry to various areas of chemistry. The experiments focus on pollution prevention, energy minimization, and safety. A one-hour recitation where theories are presented and discussed accompanies the laboratory.

CHM 521. Advanced Organic Chemistry: Synthetic Organic Methods. 3 credits. OD
A contemporary survey of the analysis, design, and execution of new methods and innovative total syntheses in organic chemistry. Approaches and techniques for critical reading, discussion, and application of the literature of organic chemistry will be introduced and developed. P. CHM 323; Magis Core Ethics course; Magis Core Contemporary Composition course; Magis Core Oral Communication course.

CHM 523. Bioorganic Chemistry. 3 credits. OD
A survey of current topics at the interface of organic chemistry and biology, with emphasis on a chemical understanding of biological infrastructure, the interactions of small organic molecules within biochemical systems, structure-activity relationship profiling of natural and synthetic drugs, and the relevance of small molecule therapeutics in modern society. P. CHM 371 or CHM 383.

CHM 525. Organic Spectroscopic Analysis. 3 credits. OD
A study of infrared, nuclear magnetic resonance, and ultraviolet spectroscopy and mass spectrometry. Emphasis on both the theoretical basis of each method and the application of the methods to structure determination and other interesting chemical problems. P. CHM 323, CHM 324, or IC.

CHM 526. Practical Spectroscopy: NMR. 2 credits.
A practical course of NMR operation and experiment design. NMR probe tuning, shimming, determination of 90 degree pulses and relaxation times, advanced 1D and basic 2D experiments will be described and practiced. P. IC.

CHM 527. Polymer Chemistry. 3 credits. OD
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. P. CHM 323 or IC.

CHM 528. Polymer Chemistry Laboratory. 1 credit.
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. Practical applications of polymer chemistry in society will be a theme throughout the course. P or CO: CHM 527.

CHM 532. Mathematical Concepts In Chemistry. 3 credits.
Applications utilizing statistics, mathematical operators, vectors, determinants, group theory, series expansions, and basic differential equations in the modeling of chemical systems. P. MTH 246.

CHM 543. Selected Topics In Physical Chemistry. 3 credits. OD
Selected topics from physical chemistry that match the interests of faculty and students will be discussed. The course will begin with review of related material from CHM 341 and CHM 343 and end with current research. P. CHM 343.

CHM 544. Quantum Chemistry. 2 credits. OD
This course is designed to teach the mathematical background of quantum chemistry. Topics covered include operator algebra, quantum mechanical postulates, rigid rotor and harmonic oscillator model systems, applications to chemical systems, and computational chemistry. P. CHM 343.

CHM 545. Advanced Kinetics. 2 credits. OD
This course is designed to teach the mathematical skills necessary for modeling kinetic systems in chemistry. Topics covered include differential equation techniques, elementary rate laws, composite rate laws, collision theory, transition state theory, reaction dynamics, and potential energy surfaces. P. CHM 343.

CHM 548. Chemical Applications of Spectroscopy. 2 credits.
This is a laboratory course designed to illustrate the theory and applications of spectroscopic analysis to chemical research. Techniques investigated will include IR, UV-Visible Fluorescence/Phosphorescence, Raman, and NMR spectroscopy. Both gas-phase and solution-phase problems will be studied. P. CHM 343.

CHM 549. Computational Chemistry. 2 credits.
This course is designed to introduce students to the applications of computational chemistry in chemical research. Students will learn about the variety of computational methods available including molecular mechanics, semi-empirical, Hartree-Fock, and density functional theory. Laboratory projects will include application of these methods to problems in organic, inorganic, and biological chemistry P. CHM 343.

CHM 556. Electrochemical Methods. 3 credits.
This lecture course covers the fundamentals of electrochemistry and the application of electrochemical methods to chemical problems. It describes electrochemical terms, electrode potentials and processes, along with a historical perspective of electrochemical methods. It covers specific electrochemical techniques and the role of electrochemistry when applied to other fields of science. P. CHM 456.

CHM 575. Nucleic Acid Biochemistry. 3 credits. OD
This course presents an in-depth investigation of the current research in nucleic acid biochemistry. The class will focus on the structure and function of nucleic acids, biochemical processes involving nucleic acids, interactions of nucleic acids with proteins and drug molecules, catalytic nucleic acids, and the genome and genetic engineering. The current literature will serve as source material for study and discussion. P. CHM 371 or CHM 383.

CHM 576. Protein Biochemistry. 3 credits.
This course will introduce students to current views of protein structure and function. Students will become educated consumers of the wealth of information available in protein sequence and structure databases and will develop knowledge of techniques required to characterize their own proteins in the laboratory. P. CHM 371 or CHM 383.

CHM 577. Biophysical Chemistry. 3 credits.
An introduction to the principles and experimental approaches used to study structure and function of biological macromolecules. Topics include thermodynamics and kinetics of macromolecules and their interactions, protein and nucleic acid structure, folding and stability, and common biophysical methods. P. CHM 331 or CHM 341, CHM 371, CHM 383.

CHN 111. Beginning Chinese for Daily Life I. 4 credits.
This course introduces students to the language by focusing on the acquisition of essential elements for basic communication and development of the practical language skills (listening, speaking, reading, and writing) for communicating in daily life situations, as well as provides a broader awareness of and appreciation for the cultures of the countries where Chinese is spoken.

CHN 112. Beginning Chinese for Daily Life II. 4 credits.
This course continues to develop the language-learning process by focusing on the acquisition of essential elements for basic communication and development of the practical language skills (listening, speaking, reading, and writing) for communicating in daily life situations, as well as provides a broader awareness of and appreciation for the cultures of the countries where Chinese is spoken. P. CHN 111 or equivalent.

CHN 225. Intermediate Chinese. 3 credits.
This course is designed to help students make the transition to natural communication and develop the language-learning process by focusing on the expansion of necessary elements for development of the practical language skills (listening, speaking, reading, and writing) by using cultural and literary readings as well as grammatical exercises. It also provides a broader awareness of and appreciation for the cultures of the countries where Chinese is spoken. P. CHN 112 or equivalent.

CHN 313. Contemporary Chinese Culture. 3 credits.
This course is designed to introduce students to Chinese culture and civilization in English translation. Highlights of ancient, modern and contemporary historical periods will be introduced, as well as selected readings. Students will acquire a broader knowledge of Chinese culture and civilization by examining pieces of Chinese literature, music, film, religion, ethnicity and food, and environment. The course will also explore processes of change and continuity in China, and exam the complexity of social issues and dynamics of cultural unity and diversity. This course is conducted in English.

CHN 495. Directed Independent Study. 1-3 credits.
Repeatable up to 3 credits. P. IC.

CNE 170. Love, Marriage and the Family in Classical Antiquity. 3 credits.
By analyzing ancient texts and material culture, this course explores how the Greeks and Romans defined and experienced family, with an eye to issues of diversity and social justice. Questions addressed include who had the right to marry, reasons for marriage, the status of marriage, definitions of marriage, divorce, the roles of men, women, and children in the family and household religion, and how the experience of family differed by status (male, female, child, slave, freedman). CO: COM 101.

CNE 171. War in Literature. 3 credits.
This literary study of war invites students to consider via readings from various authors, genres, and cultures social justice issues such as the justifications for wars and their toll on human resources, values, and lives from antiquity through the present day. CO: COM 101.

CNE 172. Muhammad in Muslim Life and Thought. 3 credits.
Future relations with the Muslim world depends on understanding Muslim devotion to Muhammad. We will explore this devotion by examining Muhammad's depiction in literature and popular rituals. We will also examine how his legacy continues to be (re)constructed by Muslims with competing socio-political agendas, i.e., conservative, liberal, and progressive. CO: COM 101.

CNE 220. World Literature I: Antiquity to Renaissance. 3 credits. (Same as ENG 220)
An introduction to Western and non-Western world literatures chosen from the ancient period to the Renaissance, with particular emphasis on gender, ethnic, and cultural diversity. P. One Magis Core Curriculum Critical Issues in Human Inquiry course or HRS 100 or HRS 101.

CNE 230. Make 'Em Laugh: Serious Topics in Humorous Greek and Roman Literature. 3 credits.
This course is a survey of Greek and Roman humorous genres. Focus will be on typical topics and themes explored in these various genres, how the genre affects the presentation of these topics and themes, and how these topics and themes reflect the attitudes of the cultures in which they were written. P. Critical Issues in Human Inquiry course or HRS 100 or HRS 101.

CNE 231. Topics in Arabic Literature in Translation. 3 credits.
This course is a survey of the history, composition, and structure of The Arabian Nights, with selected reading of some of its central tales. What is the tales' origin? Who "wrote" them? Why do they continue to enchant Westerners? And what does it reveal about the Islamic world and Western engagement therewith? P. Critical Issues in Human Inquiry or HRS 100 or HRS 101.

CNE 232. Heroes, Ghosts, Witches, Gods and Monsters: Classical Mythology. 3 credits.
Nature and function of myth and legend; artistic, religious, psychological, and anthropological implications; influence on early and later literature and on art. P. Critical Issues in Human Inquiry course or HRS 100 or HRS 101.

CNE 233. The Hero in Antiquity. 3 credits.
Literary criticism of a broad range of ancient literature, including epic, tragedy, comedy, lyric poetry, and philosophical dialogues, with special focus on the role of heroism within society. P. Critical Issues in Human Inquiry course or HRS 100 or HRS 101.

CNE 234. Epic Literature. 3 credits. SP
Homer's Iliad and Odyssey, Vergil's Aeneid, and, for purposes of comparison, the Epic of Gilgamesh and other epic literature with attention to cultural context, the heroic character, and poetic technique. P. Critical Issues in Human Inquiry course or HRS 100 or HRS 101.

CNE 280. Sport and Athletics in the Ancient Mediterranean. 3 credits. (Same as HIS 280)
This course explores the critical role of athletics and sport in the ancient Mediterranean. Sport was fundamentally linked to social and cultural identity and usually performed in public, often religious or funerary, celebration. The course will end with an overview of the legacy of ancient sport, especially the revival of the Olympic Games. P. One Magis Core Critical Issues in Human Inquiry course or HRS 100 or HRS 101.

CNE 281. Ancient Greece. 3 credits.
This course is an introduction to the history of Greece from the Minoans in the 12th century B.C.E. through the fall of Greece to Rome in 146 B.C.E., with a particular focus on the political, social, and cultural developments. P. Critical Issues in Human Inquiry course or HRS 100 or HRS 101.

CNE 282. Ancient Rome. 3 credits.
This course is an introduction to Roman history from the Founding of Rome in the 8th century B.C.E., through the fall of the Roman Empire in the 5th century A.D., with a particular focus on the political, social, and cultural developments. P. Critical Issues in Human Inquiry course or HRS 100 or HRS 101.

CNE 300. Introduction to the Ancient Mediterranean World. 3 credits. SP (Same as GRK 300, LAT 300)
General introduction to the ancient Near Eastern, Egyptian, Greek and Roman world, focusing on the history, literature, material culture, religion and/or philosophy of each culture. Readings from ancient and modern sources. P. Contemporary Composition; Oral Communication.

CNE 303. Introduction to the Early Medieval World. 3 credits. OD
A general interdisciplinary introduction to the early Medieval World in the Latin West. Readings will be drawn from a variety of disciplines, such as history, literature, religion, philosophy, theology, art, and music.

CNE 304. Introduction to the Later Medieval World. 3 credits. OD
A general interdisciplinary introduction to the later Medieval World in the Latin West. Readings will be drawn from a variety of disciplines, such as history, literature, religion, philosophy, theology, art, and music.

CNE 315. Religions In The Greco-Roman World. 3 credits. OD
Beliefs and rituals of the religions of ancient Greece and Rome, including the mystery religions.

CNE 323. Classical Greek Drama. 3 credits. OD (Same as THR 323)
Selected works of Greek dramatists. The influence of Greek drama on English literature and on modern drama.

CNE 348. Muhammad And The Rise Of Islam. 3 credits. OD (Same as HIS 348)
The course examines the emergence and flowering of Islamic civilization from the time of the prophet, Muhammad, until the sack of Baghdad by the Mongols in 1258. Topics include Muhammad's prophetic mission, the Arab Kingdom of Damascus, the rise of the Abbasids, and the classical civilization of the High Caliphate. P. So. stdg.

CNE 349. Egyptian Art And Archaeology. 3 credits. OD (Same as ARH 349, HIS 349, THL 349)
This course surveys ancient Egypt from the prehistoric/predynastic periods beginning around 4,000 BCE through the incorporation of Egypt into the Ptolemaic then Roman Empires at the end of the first millennium BCE. You will learn about the changing historical and cultural contexts of Egypt¡an art and architecture, exploring topics such as the meaning and audience of Egyptian art, the relationship between writing and artistic representation, the art of death, and the connections between art, religion, kingship, and the Egyptian worldview. Along the way, you w¡ll also learn about the history of the field of Egyptology, the relationship of modern Egypt to ancient Egypt, and how "the west" has constructed, used, and abused a constructed "ancient Egypt." Satisfies Magis Core: Fine Arts.

CNE 350. Archaeology of Israel & Jordan. 3 credits. OD (Same as ARH 350, HIS 350, THL 350)
A chronological survey of the archaeology of Israel and Jordan, providing a material perspective on the history of society, economy, and religion of the people from the Neolithic period to the Byzantine Period.

CNE 351. Warfare in the Classical World. 3 credits. (Same as HIS 351)
This course will study warfare as it was conducted and imagined in the Greek and Roman worlds. Using both primary evidence and secondary scholarship, we will examine practical manuals of tactics and siege warfare, as well as literary works from a variety of genres. We will also consider material evidence, such as visual and monumental depictions of warfare, and their role in producing cultural meaning.

CNE 354. Greek Art and Archaeology. 3 credits. OD (Same as ARH 354)
Study of the sculpture, painting, architecture, and sites of ancient Greece with emphasis on their archaeological, historical, and geographical aspects.

CNE 357. Ancient Near Eastern Art And Archaeology. 3 credits. OD (Same as ARH 357)
History of painting, sculpture, architecture, and minor arts in the Ancient Near East from c. 3500 B.C. to the conquest of Achaemenid Persia by Alexander the Great in 331 B.C. Regionally, the course will survey the arts in Mesopotamia, in such peripheral areas as Anatolia and the Levant, and in ancient Iran.

CNE 358. An Introduction to Roman Law. 3 credits. OD
An introduction to Roman Civil, Constitutional, and Criminal Law. Civil Law will be studied topically and through cases. Constitutional and Criminal Law are studied in their historical development and topically, through case studies. Careful thinking, the special genius of Roman Law, and its impact on the modern world will be major themes of the course. No previous experience in Classical Studies or Latin required.

CNE 360. History of Medieval Ethics. 3 credits. (Same as PHL 360)
An investigation of mediaeval ethics, tracing its roots in classical antiquity and religious tradition, outlining its innovations, and outlining the ways in which it lays the foundations of modern ethics. P. Philosophical Ideas course, Ethics course.

CNE 362. Imaging Christ: The Challenge of Early Christian Art. 3 credits. OD (Same as ARH 362)
Study of the development of early Christian architecture, painting, sculpture, and industrial arts; archaeological excavation of early churches and catacombs with emphasis on problems of interpretation; Western and Byzantine iconography.

CNE 365. Greek Art. 3 credits. OD (Same as ARH 365)
Sculpture, painting, and the minor arts of Greece.

CNE 366. Etruscan and Roman Art. 3 credits. OD (Same as ARH 366)
Sculpture, painting, and the minor arts of the Etrusco-Roman people.

CNE 369. Medieval Art and Architecture. 3 credits. OD (Same as ARH 369)
Architecture, painting, and sculpture of Europe from the 4th century to the 14th century.

CNE 370. History Of Ancient Western Philosophy. 3 credits. AY (Same as PHL 370)
Examination of the origins and development of Western philosophy in ancient Greece and Rome from the pre-Socratics to Hellenistic philosophy, with substantial study of the works of Plato and Aristotle. P. Philosophical Ideas course.

CNE 371. History of Hellenistic Philosophy. 3 credits. AY (Same as PHL 371)
Examination of the development of Western philosophy after Aristotle during the Hellenistic period in ancient Greece and imperial Rome. The study of Epicureanism (pleasure is the highest good), Stoicism (living in agreement with nature is the highest good), Skepticism (peace of mind is gained by suspending one's judgment on all dogmatic claims to truth), and Neo-Platonism. P. Philosophical Ideas course.

CNE 372. History of Medieval Philosophy. 3 credits. AY (Same as PHL 372)
Study of St. Augustine and the development of Scholasticism; the Arab commentators; the achievements of St. Thomas Aquinas; Duns Scotus; William of Ockham and the rise of nominalism. P. Philosophical Ideas course.

CNE 401. Greek History to the Peloponnesian War. 3 credits. AY, FA (Same as HIS 401)
The political and social history of Greece, with excurses into its material culture, from prehistoric times through the end of the Peloponnesian War.

CNE 402. Alexander the Great and His Legacy. 3 credits.
The political and social history of Greece from the end of the Peloponnesian War through the fall of Greece to Rome in 146 B.C. Emphasis will be placed on Alexander's conquests and the lasting influence of Hellenistic political, social, and cultural institutions.

CNE 403. The Roman Republic. 3 credits. AY, FA (Same as HIS 403)
The political and social history of Rome with excurses into material culture covering developments from the Bronze Age to the end of the Roman Republic. Some emphasis will be placed on the political structures of the Republic, both in seeking the antecedents of the American constitution and in analyzing the causes of the Republic's fall.

CNE 404. The Roman Empire. 3 credits. AY, SP (Same as HIS 404)
The political and social history of the Roman Empire, with excursus into its material culture, from the Age of Augustus through the reign of Constantine the Great. Emphasis will be placed on the provinces and the diverse ethnic groups within the Empire.

CNE 405. Jews & Judaism: History, Heroes, Holidays. 3 credits.
This course explores Jews and Judaism thematically from the biblical period through the modern world. There are many ways to view Jews: religious beliefs and rituals, shared historical and cultural experiences, political doctrines, ethnic connections, kinship. There is also the prophetic command "to be a light unto the nations," illuminating and being of service to all humanity. This course will explore dynamic features of Judaism that allow us to identify a community as Jewish. It will also seek to delineate the resilience and creativity that Jews have developed in the face of implacable hatred and persecution. In this way, students will be led to reflect on the universal struggle for justice, equality, and dignity and to expand the opportunities to experience these positive features of life through personal experience and service. P. Critical Issues in Human Inquiry; Senior standing.

CNE 410. Stoicism. 3 credits. OD (Same as PHL 410)
Study of the philosophy originated by Zeno of Citium in the Stoa Poikile in Athens around 300 BCE and the influence of Stoicism in the history of Western philosophy. Investigation of the Stoic system of physics, logic, and ethics; the doctrines of naturalism, rationalism, fatalism, providence, cosmopolitanism, autarky, apatheia, and suicide. Possible topics include philosophy of mind, philosophy of language, freedom and determinism, and political philosophy. P. Philosophical Ideas course.

CNE 418. Great Empires of the Near East. 3 credits. (Same as HIS 418)
This course will examine the history, culture, and society of the peoples of Mesopotamia, including the Sumerians, Akkadians, Babylonians, Assyrians, Hittites, and Persians. Focus will be given to their distinctive institutions and world-views and how these are expressed through their cultural artifacts and social system.

CNE 419. Ancient Egypt: History, Society and Culture. 3 credits. (Same as HIS 419)
This course will explore the history, society, economy, and religion of ancient Egypt from the predynastic era through the Ptolemaic period, as revealed through its artistic and material remains. Attention will be given to how sculpture, painting, architecture, and other material remains provide a window on Egyptian life and thought.

CNE 420. Selected Topics In Ancient History. 3 credits. OD (Same as HIS 420)
Topical approach to selected problems or special periods in ancient history. Course will be subtitled in the Schedule of Courses. Course is repeatable as long as subtitle is different.

CNE 423. Greek and Roman Comedy. 3 credits. OD
Origins, literary characteristics, and influence of Greek Old and New Comedy and Roman Comedy: Aristophanes, Menander, Plautus, and Terence. Theory of the comic.

CNE 430. Selected Topics In Ancient Art And Archaeology. 3 credits. OD (Same as ARH 430)
Topical or regional focus in the area of ancient art and/or archaeology. Course will be subtitled in the Schedule of Courses. Course is repeatable as long as subtitle is different.

CNE 440. Selected Topics In Classical Literature. 3 credits. OD
Topical approach to selected problems or themes in ancient literature. Course will be subtitled in the Schedule of Courses. Course is repeatable as long as subtitle is different.

CNE 461. The City of Rome in Antiquity. 3 credits. OD (Same as ARH 461)
An Architectural, Artistic, and Social Historical Survey of the city of Rome, concentrating on the ancient city but also tracing its development (as appropriate) through modern times. Political History will be covered to the extent needed to provide a framework for the course, but does not overlap with CNE404/HIS 404.

CNE 462. Homer, Troy and the Trojan War. 3 credits. OD
Study of the literature, mythology, art and archaeology connected with the Trojan War. An examination of the historicity of the Trojan war, with discussion of questions such as: can literature be used as a guide to archaeology? Can the archaeological record confirm or deny the reality of the Trojan War?.

CNE 464. Selected Topics in Ancient Philosophy. 3 credits. OD (Same as PHL 464)
Topic approach to selected problems or themes in ancient philosophy, or focus on an individual philosopher or school of philosophy. Course will be subtitled in the Schedule of Courses. P. Philosophical Ideas course.

CNE 465. The City of Rome. 3 credits. (Same as ARH 465)
An architectural, urban, and social historical survey of the city of Rome from the end of the Empire, through the Middle Ages and Renaissance, and ending with the modern city. The class will focus on urban history, theory and design, but will cover political history to the extent needed to provide a framework for the course.

CNE 493. Directed Independent Readings. 1-3 credits. FA, SP, SU
Credit by arrangement. Designed to meet the special needs of qualified students. May be repeated to a limit of six hours. P. DC.

CNE 497. Directed Independent Research. 1-3 credits. OD
May be repeated to a limit of six hours. P. DC.

CNE 498. Senior Capstone Seminar. 3 credits. FA (Same as GRK 498, LAT 498)
Directed research on a general topic; preparation and public presentation of a senior thesis. CNE 498 open only to Classics majors.

CNE 523. Israelite Religions. 3 credits. (Same as THL 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.

CNE 524. History of Ancient Israel. 3 credits. OD (Same as HIS 524, THL 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. P. THL 100 and a 200-level Scripture course and Jr. stdg.

CNE 525. Archaeological Fieldwork And Analysis. 3 credits. SU (Same as ANT 525, THL 525)
The student learns the principles of stratigraphic archaeology (or underwater archaeology) by participating in an excavation for a minimum of four weeks. The student will learn stratigraphic theory and excavation strategy, basic archaeological techniques, and the basic analysis of archaeological materials recovered from the site. (Underwater archaeologists will learn basic underwater techniques in place of some terrestrial methods.) CO: CNE 526.

CNE 526. Archaeology Of Roman Palestine. 3 credits. SU (Same as ANT 526, THL 526)
This is a study of ancient Palestine from the rise of the Herodian dynasty in the first century BCE to the aftermath of the Muslim conquest in the seventh century CE. The material of the course is the physical remains of archaeological sites throughout modern Israel, along with movable cultural remains that issued from these sites. The major focus of the course will be the interaction between classical Mediterranean civilization on the one hand, and the Jews and other Middle Eastern peoples on the other, in the age that yielded Rabbinic Judaism, Christianity, and Islam. CO: CNE 525.

CNE 529. Translations of the Bible. 3 credits. OD (Same as THL 529)
Various ancient translations of the Bible and their significance. P. THL 100 and a 200-level Scripture course and Jr. stdg.

CNE 535. Exploring Italy. 3 credits. (Same as ITA 535, ARH 535)
Students will learn the history of culinary culture, including cuisine, food production, and artisanal activity, through a week spent in Umbria. Students will then learn about the great political and artistic patrimony of Italy in the city of Rome, covering all periods of the city but with a special emphasis on the ancient and the modern city.

COM 000. COM Transfer Credit. 1-21 credits.

COM 101. Digital Communication Lab. 1 credit.
An introduction to the process by which informed, sound, and sensitive messages are formulated and delivered to influence decision-making. Emphasis on developing analytic approaches to message preparation: the validity, credibility, and uses of evidence; patterns of inference; and the selection and presentation of judgments. CO: Critical Issues in Human Inquiry course.

COM 152. Civic Engagement through Public Communication. 3 credits. FA, SP, SU
An introduction to the process by which informed, sound, and sensitive messages are formulated and delivered to influence decision-making. Emphasis on acquiring common analytic approaches to message preparation: the sources, credibility, and uses of evidence; patterns of inference; and the selection and presentation of judgments. Students apply critical thinking skills to solve problems and build consensus in interpersonal, small-group, and public settings.

COM 170. Communication across Cultures. 3 credits.
Communicating across Cultures will explore how we communicate interculturally, focusing first on the interpersonal (fact-to-face) communication that happens when we volunteer, travel, and socialize, and then on meta-level communication that audiences receive through media depictions of cultures (both explicit and implied). CO: COM 101.

COM 171. Friendships and Our Changing Social World. 3 credits.
Friendships are common and important human experience; they are often seen as egalitarian but can also (re)produce hierarchies. Students will understand the dimensions of friendships (from Aristotle's notions to Facebook "friends") and critically analyze the functions of friendships and the role they play in constructing social structure. CO: COM 101.

COM 172. Princesses, Brides and Mothers. 3 credits.
This course will descriptively and critically examine princesses, brides, and mothers as feminine icons. CO: COM 101.

COM 173. Health, Communication, and Media. 3 credits.
This course explores how popular media functions to influence health beliefs and behaviors. We will examine the effects health beliefs have on our interactions with others and critically evaluate health messages. Students will gain an understanding of how socially held health beliefs can privilege some groups in society over others. CO: COM 101.

COM 174. From Big Brother to Big Data: Surveillance Culture. 3 credits.
Recent breaking news has brought the topic of surveillance to the forefront of the U.S. American attention span. However, surveillance is hardly a new topic. This class examines surveillance as a critical issue that intersects our everyday lives. We will examine surveillance as government action, economic activity, and personal practice. This course will also task students with considering the ways surveillance practices disproportionally impact marginalized populations. CO: COM 101.

COM 175. Diverse Family Communication on Challenging Topics. 3 credits.
This course explores the communicative experiences of diverse families during adolescence, focusing on ways families talk about challenging or taboo issues. This course focuses on "the family during adolescence" as a framework for communication analysis, and examines topics such as adolescent identity, racism/sexism, body image, adolescent stereotyping, peer-pressure, bullying/gossip, social media, and risky health behaviors. Co: One Magis Core Oral Communication course.

COM 176. Talk to Me, TED: Leadership, Social Media, and Communication. 3 credits.
Social media, communication, and leadership on their own have the ability to attract and form agents of change. Through social media, leadership and communication emerge to provide a unique opportunity for establishing power and change. In an instant, leaders are capable of reaching new audiences and sharing topics related to diversity and social justice with the masses. Students in this course will examine how social media allows or constrains leaders (and potential leaders) access to audiences while spreading their message. CO: COM 101.

COM 177. Being Color Brave: Race, Privilege, Oppression, and Justice. 3 credits.
Using the standpoint of race, students examine how privilege, power, and difference operate among individuals and within institutions to create conditions of (in)justice. Students examine the importance of language; connections to service, social justice and human dignity; and articulate current events that exemplify privilege, power and/or oppression in moving toward become color brave. CO: COM 101.

COM 200. Communication Practices. 3 credits. FA
Thinking about "communication as practice" involves not only engaging in multiple communicative activities but also talking and thinking about those activities as theoretical, normative, and discursive (Craig, 2006). In this course, students will be able to articulate, enact (individually and in groups), and evaluate various forms of communicative practice-including oral, written, visual, and technological-along the dimensions of interpersonal and organizational and from rhetorical and cultural perspectives. Satisfies Magis Core Understanding Social Science.

COM 203. Applied Communication for Business Success. 1.5 credit. FA, SP, SU
This course is designed to give you practice in presenting yourself and your ideas in a variety of contexts, including virtual meetings, social media content, and face-to-face interactions. Throughout the course, you will adapt messages to different audiences and reflect on the role of verbal and nonverbal communication in different contexts. P. Heider College of Business students only; Sophomore standing.

COM 211. Communication Studies:Relationships, Work, and Culture. 3 credits.
Communications Studies: Relationships, Work, and Culture first explores the history of the communication discipline as well as theories and paradigms of and methods in Communication Studies and then outlines sub disciplinary contexts that may include Rhetoric, Interpersonal, Organizational, Mediated, Intercultural, Health, Group, Nonverbal, and Gender Communication.

COM 244. Cross-Cultural Communication. 3 credits.
Course combines attention to sociolinguistic theory and analysis with practical strategies for maximizing communication between people from varying national, ethnic, professional, religious, and regional backgrounds. P. Sophomore standing.

COM 261. This is Us: Exploring Complex Communication in Family and Interpersonal Relationships. 3 credits. (Magis: Doing Social Science)
Often in our culture we learn about what it means to be in a particular relationship (e.g., family, romantic relationship, friendships) by watching media representations of these relationships. Sometimes these mediated relationships are an accurate representation of current knowledge about the relationship, but other times they are not. In this course, we will examine one such artifact, This is Us, and explore and analyze current relational communication literature to see how our social scientific knowledge about various relational communication topics is reflected in or challenges mediated representations of these relational issues in a popular TV show. Satisfies Magis Core Doing Social Science. P. Understanding Social Science course; Mathematical Reasoning course.

COM 300. Communication Research Methods. 3 credits. SP
Examination and practical application of research methods in Communication Studies. Includes rhetorical, cultural, interpretive, quantitative methods of analyzing communication artifacts such as content analysis, field research, ethnography, rhetorical criticism, among others. Applied to such areas as culture, group, interpersonal, family, organization, and media. P. One Magis Core Mathematical Reasoning course.

COM 310. Now Streaming: Memes, Media, and Mass Communication. 3 credits.
This course explores the role of media in popular culture. Media can help us connect with people around the globe, but it can also sow the seeds of distrust, misinformation, and hate This course surveys topics that may include: media and capitalism, globalized media, critical analysis, fandom, and audience cultures.

COM 312. Mass Media and Modern Culture. 3 credits. OD (Same as AMS 312, ENG 312)
Examination of the role of film, television, and print media in American life. P. Jr. stdg.

COM 314. Managerial Communication. 3 credits. FA, SP, SU
Theory and practice of advanced topics in managerial communication. Topics include organizational structure and lines of communication; interpersonal and group communication in organizational settings; problem solving; interviews; techniques for written and oral presentations. P. Jr. stdg; COM 101.

COM 319. Language, Culture, And The Individual. 3 credits. AY (Same as ANT 319)
The anthropological approach to the study of language examines the biological source and manner of human communication as well as the cultural processes that structure languages, their meanings, means of acquisition, and transformations. The course examines the interrelationship of individuals, groups, and the wider culture through language. P. So. stdg.

COM 320. Leadership: Theories, Styles, And Skills. 3 credits. OD (Same as EDU 320)
Course designed to offer participants an opportunity to gain a working knowledge of leadership theories and group dynamics. Designed to develop and improve leadership skills and to learn how to apply these skills in a practical setting. P. One Magis Core Understanding Social Science course.

COM 321. Persuasion. 3 credits. OD (Magis: Doing Social Science)
Theory and practice for the advanced student interested particularly in psychology and method of persuasion. Useful for professional fields which deal in persuasion, or for anyone interested in better understanding the world of persuasion in which he or she lives. Satisfies Magis Core Doing Social Science. P. Understanding Social Science course.

COM 340. Gender Communication. 3 credits. (Same as SOC 340)
The course examines the construction of gender through communication. Topics of lectures, exercises, and discussions may include: female-male roles and stereotypes; differences in verbal and nonverbal codes; partnership styles and alternatives; communication skills in relationships; gender and media; sexuality; gender and rhetoric; and special problem areas of female-male communication. Satisfies Magis Core Doing Social Science. P. One Magis Core Curriculum Understanding Social Science course.

COM 344. Border Rhetorics. 3 credits.
Borders are the product of an array of tensions - globalization, nationalism, racism, classism, sexism, colonialism, etc. These tensions erupt in borderlands. In Border Rhetorics, students interrogate the role of discourse (interpersonal, organizational, rhetorical, mediated, etc.) in imagining, describing, enforcing, and violating borders. Students will also consider questions of human dignity and social justice in border controversies, in particular, attending to the role our language around borderlands impacts our treatment of people who cross borders. This course is a 3-week Faculty Lead Program Away (FLPA) based in Dublin and Belfast, Ireland.

COM 359. Rhetoric and Public Culture. 3 credits. FA
This course provides an introduction to key theoretical concepts and perspectives in rhetoric and public culture (glossing the history of rhetoric and focusing on contemporary rhetorical theory). After considering how and why one might study rhetoric in contemporary public culture, emphasis is placed on how to critically analyze artifacts of public culture. P. One Magis Core Contemporary Composition course.

COM 360. Organizational Communication Theories. 3 credits. FA
Introduction to the basic theories, research, and methods of effective communication needed in the organizational setting. Review of the strategies of spoken and written communication to increase understanding and to affect the actions of others. Topics may include theories of management, models of communication, formal and informal communication networks, the elements of superior-subordinate communication, and communication styles and problems. Satisfies Magis Core: Designated Technology.

COM 361. Interpersonal Communication. 3 credits. SP (Magis Core Doing Social Science)
This course is designed to help you become more aware of the processes and theories of interpersonal communication. Throughout this semester, you will study communication between yourself and others through examination of scholarly research and self-analysis of interpersonal concepts. Topics include relational culture, perception, listening, conversations, identity formation/management, self-disclosure, stages of relationships, and conflict, among others. Satisfies Magis Core Doing Social Science P. One Magis Core Understanding Social Science course.

COM 362. Small Group Communication. 3 credits.
Examines the need for communication within and between groups within the organization. Theory and practice in methods for improving communication within and between groups, including leadership, conflict management, and decision-making.

COM 363. Family Communication. 3 credits.
An introduction to the process by which students can use the principles of interpersonal and group communication to create and sustain healthy family relations. Course seeks to enable students to create and sustain cohesion and adaptability as two prerequisites for successful family relations. Topics covered include communication patterns and family meaning, the communication of intimacy, the communication of family roles, decision making in families, family conflict resolution, and communication strategies for reducing family stress.

COM 364. Family Communication About Health and Well-Being. 3 credits. (Magis Core Doing Social Science, Designated Statistical Reas)
This course examines the connection of family communication and health/well-being. It covers topics of narrative medicine, infertility and parenthood; childhood health and obesity; adolescent health; depression; illness and cancer; and finally, family members' aging and end-of-life communication. Satisfies Magis Core Doing Social Science, Designated Statistical Reasoning course. P. Mathematical Reasoning course; Understanding Social Science.

COM 380. History And Criticism Of Cinema. 3 credits.
Motion pictures as a distinctive medium of communication and as an art form; film language; film history; film appreciation; critical assimilation of film content. P. Contemporary Composition course.

COM 390. Health Communication. 3 credits. (Same as HAP 390, Magis Core Doing Social Science)
This course investigates research and theories and permits students to demonstrate practical applications of communication within health care situations. The course emphasizes understanding communication variables such as verbal, nonverbal, conflict, listening, and self-disclosure in health care contexts. The course also examines issues of ethics and relationships between health care providers, patients, and families. Satisfies Magis Core Doing Social Science. P. Understanding Social Science.

COM 396. Food for Thought: Sustainability, Food, and Communication. 3 credits. (Same as EVS 396)
This course explores communication about food and sustainability, focusing on subtopics such as food justice, agriculture, food waste, media representations, cultural identity, and eating meat. As is appropriate for understanding contemporary food systems and practices, the course takes an international approach, examining foodways from around the world. Additionally, the course draws from a variety of disciplines including communication studies, business and marketing, psychology, sociolinguistics, and sustainability studies. Satisfies Magis Core: Doing Social Science. P. Understanding Social Science Course.

COM 441. Dialogue and Deliberation. 3 credits.
This course has the dual purpose of exposing students to a variety of local, national and international examples of deliberative process while affording an opportunity for students to engage in the creation and facilitation of a deliberative forum on an issue important to the Creighton campus. This course is primarily about deliberation. At the moment (during this decade, at least), sustainability is a topic worthy of consideration through deliberative, democratic means.

COM 442. Cultural Communication. 3 credits. (Magis Core Doing Social Science)
This course combines attention to cultural communication and the ethnography of communication with practical strategies for coming to terms with communication between people from varying national, ethnic, professional, religious, and regional backgrounds. Satisfies Magis Core Doing Social Science. P. One Understanding Social Science course.

COM 447. Special Methods In Teaching Secondary School Speech. 3 credits.
To meet the needs of the teacher, or speech major who anticipates a teaching career. Practical methods and materials for a survey course in speech fundamentals. P. DC of Communication Studies, Education.

COM 450. Communicating Health Narratives. 3 credits.
This course examines communication in multiple health care contexts: individual (health beliefs and attitudes), interpersonal (patient-provider and provider-provider), organizational (hospital, and clinic), and societal (public health campaigns, public health policy, and health politics). We will explore how narratives function to construct and communicate health beliefs in these contexts.

COM 459. Environmental Communication. 3 credits. (Same as EVS 459)
Our communication about the natural world both interprets and defines it. We experience and understand the natural world through communication, through different channels, and through discourses that have evolved over time. This course interrogates this communication as well as the underlying assumptions that ground such communication. In doing so, we will evaluate the social construction of the environment and environmental issues through media and other communication processes. This will allow us an opportunity to recognize how dominant discourses shape individual and societal choices. Satisfies Magis Core: Doing Social Science. P. Understanding Social Science.

COM 460. Historical and Contemporary Perspectives on Organizational Communication. 3 credits.
This course takes an advanced look at organizational communication by first covering the history and theoretical perspectives that underpin the study of organizations, and then by engaging significant areas of research in the field from a variety of methodological perspectives. P. COM 360 or IC.

COM 462. Gender, Work, and Organizing. 3 credits. (Magis Core Doing Social Science, Designated Oral Comm)
This course explores what it means to "work" and organize in a gendered world from a communicative perspective. Topics include how labor is valued differently whether performed in the public (i.e., business and government) or private realm (i.e., domestic work, childcare and eldercare) - and by whom such labor is performed. Satisfies Magis Core Doing Social Science, Designated Oral Communication course. P. Understanding Social Science; Oral Communication.

COM 463. Communication Consulting. 3 credits.
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. P. Oral Communication course; COM 200; COM 300; COM 360.

COM 471. Discourse of the American Family. 3 credits.
With American culture, the concept of family has taken on "god term" status. Rather than studying communication within families, the course examines how the social construction of family (communication about family) has changed over time and examine the discourse, myths, problems/limitations, and power with how family has been culturally constructed.

COM 472. Communication in Close Relationships. 3 credits. (Magis Core Doing Social Science)
One of the unifying factors in human life is having close, personal relationships. These relationships cannot be formed or maintain closeness without communication. In this course, we will examine the role of communication in various close relationships (relationships which might be covered include family, friendships, and romantic relationships) as written and theorized about in the literature. Additionally, we will discuss and critique various methodological perspectives for the study of communication in close relationships. Satisfies Magis Core Doing Social Science. P. One Magis Core Understanding Social Science course.

COM 474. The Dark Side of Personal Relationships. 3 credits. (Magis Core Doing Social Science)
This particular course focuses on "the dark side" of interpersonal and family communication. Although much of communication research orients us to the value of open, honest, effective, and competent communication, this course acknowledges that an examination of the "brighter" sides of communication only provide part of the picture in everyday communication. Certainly, many of you have experienced lying, ambiguity, gossip, jealousy, loneliness, conflict, rejections, over sharing, criticism, shame, etc. in your interpersonal and family relationships. The goal of this course is to explore research, concepts, and theories that illuminate "the dark side" of relationships and provide orientation for understanding the dark side as inseparable from the bright side in understanding interpersonal and family communication. Satisfies Magis Core Doing Social Science. P. Understanding Social Science course.

COM 475. Resisting the Politics of Everyday Life. 3 credits. (Magis Core Intersections)
This course is designed to study issues of experience, aesthetics, and practice in the study of human communication. Students will examine the relationship between politics and bodies, the dramatic nature of society, and the shared and public nature of culture. Satisfies Magis Core Intersections course. P. One Magis Core Critical Issues in Human Inquiry course; Senior standing.

COM 476. National Parks-Created through Communication. 3 credits. (Same as EVS 476, Magis Core Intersections)
This course will focus on how environmental communication impacts our experiences in national parks and has consequences for US national identity. This course will investigate how communication about national parks reveals historical tensions and power struggles. Additionally, it will give students a chance to study communication within national parks in situ so that they will better understand how communication in these setting operates. Satisfies Magis Core Intersections course. P. Critical Issues in Human Inquiry; Senior standing.

COM 478. Perspectives on Work-Life Balance, Wellness and Justice. 3 credits. (Same as SRP 478)
Students engage perspectives on “balance”, wellness, and justice in (paid) working life and personal/family life from multiple disciplinary perspectives. Students explore the implications for social justice in (Western) cultural norms (including gendered and classist practices), governmental policies, organizational program, relational practices, and individual negotiations of identity(s) concerning balance and wellness. Satisfies Magis Core Intersections course. P. One Magis Core Critical Issues in Human Inquiry course; Sr. Stdg.

COM 481. Rhetoric Dimensions of Persuasion and Social Movements. 3 credits.
This course will focus on the ethical dimensions of persuasion and social influence in public culture. Students will critically examine the role persuasion and social influence has historically had in the construction and evolution of social movements and their leaders.

COM 489. Visual Construction of Modern Culture. 3 credits.
This course explores the idea that memorable visual messages have power to inform, educate, and persuade. It attempts to discover why some images are remembered while some are not. We will study visual communications to understand their rhetorical power. Topics could include: iconicity, verbal versus visual, public memory, and visual argumentation.

COM 490. Communication and Community. 3 credits. SP
Communication and Community is the senior capstone course for majors in Communication Studies. It offers students an opportunity to channel the experiences they have had with communication research and theory over the past years in order to prepare for life as a professional and a member of society. Students revisit the concept that communication and rhetoric (symbolic action) create and define social reality and examine how that has manifested in differing worldviews, resulting in "isms" (racism, heterosexism, ethnocentrism, etc.) as well as "moral conflicts." Students will discuss the importance of societal engagement and being a member of (multiple) communication communities. To supplement the "book" learning of the classroom, there will also be a community-based learning component where students take their new knowledge, in combination with their communication expertise, and engage with an unfamiliar or unknown Omaha community group. P. Ethics course; Senior standing; COM major.

COM 493. Directed Independent Readings In Communication. 1-3 credits. FA, SP, SU
In-depth survey of literature on a topic determined in consultation between a student and faculty supervisor. Requires extensive library work and a written analysis of readings. Subject matter and method constructed to meet the individual needs of students. May be repeated for credit to a limit of six hours. P. IC and approval of major adviser.

COM 494. Directed Independent Study in Communication. 0-3 credits. FA, SP, SU
Subject matter and method constructed to meet the individual needs of students. May be repeated for credit to a limit of three credits. P. IC and approval of major advisor.

COM 495. Special Topics In Communication Studies. 3 credits. OD
Focus on developing practical application of communication concepts in a variety of contexts. Course will be subtitled in the Schedule of Courses. No more than six hours of COM 495 may be taken for credit toward a degree.

COM 496. Communication Internship and Professional Development. 1-3 credits. FA, SP, SU
Students are placed in organizations for the purpose of applying the principles and theories learned in the classroom. Supervision provided both on site and on campus. May be repeated for credit to a limit of six semester hours. P. Nine hours of COM courses and Instructor Consent.

COM 497. Senior Research in Communication Studies. 3 credits. FA
This course reinforces students' knowledge of the communication research process by reviewing the methodical alternatives in the field, introducing students to exemplary scholarship in communication studies, and by guiding students through the completion of original research projects. P. COM 300 and One Magis Core Oral Communication course.

COM 498. Directed Independent Research - Special. 0-3 credits.
Participation in a pre-approved independent research project conducted outside the Creighton University Communication Studies Department. This course is repeatable.

COU 390. Residence Halls Advising. 3 credits. FA, SP
Designed to give resident assistants (RA's) knowledge of the role of residence halls in promoting the growth and development of college students and to provide them with the requisite knowledge and skills in helping, problem-solving, crisis management, community development, and programming to achieve this goal. P. Resident halls advisers only.

CRJ 201. Introduction to the Criminal Justice System. 3 credits. (Same as SOC 201)
A survey of the development, modification, and enforcement of criminal law. Special attention will be given to the courts, corrections, and enforcement agencies, and the role of competing values in the decision-making process. In addition to the western legal heritage that has been the principle influence in U.S. criminal law, the perspective of non-western traditions of criminal justice will be addressed.

CRJ 225. From the Grave: Fundamentals of Forensic Anthropology. 3 credits. (Same as ANT 225)
This course introduces students to the field of forensic anthropology. Through lecture content and written assignments, students examine the development, theoretical and methodological bases, and current application in forensic anthropology. students will gain a theoretical understanding of how these methods are used in the investigation and detection of crime, the processing of mass disasters, the recovery of war dead and missing persons, and in international human rights investigations. P. Mathematical Reasoning; Contemporary Composition.

CRJ 289. Self-Care for the Helping Professions. 1 credit. (Same as SWK 289)
This course provides students the opportunity to practice the Ignatian value of cura personalis by caring for the whole person. As an integrative, multi-modal approach that borrows from several theories and practices such as the spiritual exercises, yoga, breath-work, compassion fatigue and stress- management the students will explore the relationship between the mind and body to strengthen the emotional spirit. Self-care is an important practice management tool and as such students will develop self-care strategies to use while in the practice setting to enhance professional resilience. This course may be repeated once. This course is offered Satisfactory/Unsatisfactory only.

CRJ 312. Research Design for the Social Sciences. 3 credits. (Same as SOC 312, HAP 312)
Introduction to social science research methods. Attention is directed to the basic logic and research techniques involved in studying the social world scientifically. Specific topics considered include research design, measurement, alternative data collection procedures, and ethical concerns involved in studying social life. P. Contemporary Composition course; Ethics.

CRJ 314. Statistics for the Social Sciences. 4 credits. (Same as ANT 314, SOC 314)
Broad introduction to the statistical techniques used by social scientists to analyze their data, including computer usage. Attention is directed to the basic procedures for organizing and describing data, for assessing relationships among social variables, and for using that information to make inferences about the population. P. Mathematical Reasoning.

CRJ 316. Qualitative Methods, Ethnography, and Engagement. 3 credits. (Same as AMS 316, ANT 316, SOC 316)
This course is an introduction to qualitative research methods within the social sciences. It emphasizes ethnography and community engagement as the primary tools of anthropological research. It promotes skill development in reflective practice, research design, partnership building, strategies for collecting ethnographic data and analysis, engaging in field work through participant-observation, and community problem-solving. The course develops compassion, confidence and competence as it contributes to social justice action in student's communities and their professions. Meets Doing Social Science, Designated Ethics, Designated Oral Communication, Designated Technology, and Designated Written Communication Magis Core requirements. Prereq: Understanding Social Science course; Ethics course; Oral Communication course; Contemporary Composition course.

CRJ 317. Criminal Justice Administration and Ethics. 3 credits.
This course will explore the power that the criminal justice system exerts over society. We will begin with the legislators who make laws, to the police who enforce those laws, to the courtroom practitioners who interpret and argue over the laws, to the correctional system that carry out the court imposed sentences, the system is charged with an seemingly infinite amount of discretion. These discretionary decisions can have life-long consequences over many people in society.

CRJ 318. Applied Research: Assessment and Evaluation. 4 credits. FA, SP (Same as ANT/HAP/SWK 318)
This course familiarizes students with foundational research methods for needs assessment and program evaluation commonly used in the social sciences. Satisfies Magis Core: Doing Science Science; Magis Designated Oral Communication, Designated Technology, Designated Statistical Reasoning P. Critical Issues in Human Inquiry (or HRS 100 or HRS 101), Oral Communication, Understanding Social Science, Mathematical Reasoning.

CRJ 320. Theories of Crime and Deviance. 3 credits. (Same as SOC 320)
A sociological examination of the conditions under which societal definitions of deviance emerge, develop, and change over time. Special attention will be paid to the process of societal reaction to deviant behavior. Prereq: Sophomore standing.

CRJ 322. Victim Advocacy Policy and Practice. 3 credits. SU (Same as SOC 322)
The goal of this course is to increase the knowledge base of participants interested in victim assistance to become more skilled in their approach thereby building the capacity of advocates, service provides and law enforcement to help victims of crime regain control of their lives. Through exploration of existing research on best practices, case analysis, and inter-professional dialogue participants develop a baseline understanding of existing practices and explore creative approaches to serving as victim advocates.

CRJ 323. Crime, Victimization and Public Health. 3 credits. (Same as AMS 323, SOC 323)
This course examines how crime and victimization are perceived within society, how they are measured through quantitative and qualitative lenses, and the particularities of urban environments that intersect with high concentrations of crime and victimization, as well as considering crime and victimization from a public health perspective. P. Understanding Social Science or Instructor consent.

CRJ 325. Death Investigation: Forensic Anthropology Methods. 4 credits. (Same as ANT 325)
This course examines the methods used by forensic anthropologists to construct a biological profile of skeletonized human remains which directly aid in a positive identification of the decedent. These methods are used in the investigation and detection of crime, the processing of mass disasters, the recovery of war dead and missing persons, and in international human rights investigations. In the lab portion, students will apply the methods used by forensic anthropologists to hands-on activities using skeletal collections. Prereq: Understanding Natural Science; Mathematical Reasoning.

CRJ 341. Race and Justice. 3 credits. (Same as AMS 341, ANT 341, BKS 341, SOC 341)
This course focuses on racial and ethnic inequality in the U.S. criminal justice system. What are the determinants and consequences of prejudice and discrimination; of race and ethnicity; of ethnocentrism; sex/gender norms and class structure, as they relate to racial/ethnic minority groups/members affected by the criminal justice system? How is the society and culture we live in different from that of our parents and that of our grandparents or our great grandparents? What led to the changes we see today? Are there alternative social arrangements that may yield more equality, more efficiency, and more social justice? The goal of this course is to provide you with the basic concepts, theories, and historical context required to critically analyze and answer these questions with regard to racial/ethnic minority groups/members affected by the criminal justice system. Prereq: Sophomore standing.

CRJ 350. Forensic Anthropology Field School. 4 credits. (Same as ANT 350)
The Forensic Anthropology Field School is an intensive four-week course focused on exposing students to the application of forensic anthropology in the medico-legal system. Students participate in the process of a mock medico-legal death investigation beginning with crime scene recovery and ending with expert witness testimony. Prior to excavation, students will learn the theory and methods of osteology and archaeology. Once at the "crime scene" students will actively participate in mapping, recording, and excavation. After materials are recovered, students conduct a full analysis and construct a case report to be compared to missing persons reports. The Field School concludes with students testifying as a scientific expert witness in a courtroom. The process will include training and input from law enforcement, legal professionals, forensic scientists, and medical professionals. Ultimately, students will gain a hands-on experience of how death investigations work, and be exposed to the perspectives of manydifferent disciplines. Prereq: Understanding Natural Science; Ethics; Oral Communication.

CRJ 376. Family Dynamics. 3 credits. OD (Same as SWK 376)
This course will explore families through the lens of family stress theory, identifying interpersonal dynamics as well as adjustments in times of crisis. Course content will also include impacts of violence in family systems across the life span, including child abuse/neglect, interpersonal violence, elder abuse, and community violence.

CRJ 385. Community Internship. 1-3 credits.
Omaha city government departments and other private and public agencies provide opportunities for semester-long participation in their regular operations. Academic coordination provided by a department faculty member. May be repeated for up to 6 hrs. Prereq: Instructor consent.

CRJ 399. Trauma Care for the Whole Person. 3 credits. ONY (Same as ANT 399, SOC 399, SWK 399)
It is essential for social workers and helping professionals to be reflective practitioners and know how to effectively care for others as well as themselves. Students will explore the distinctions of trauma including: physical, psychological, social, historical, ongoing, and vicaríous trauma. This course is designed to examine the impact of trauma on the mind, body and spirit. Trauma care is not only for the individuals, families and/or communities with whom they work but also to develop resiliency in the mind, body and spirit of the helping professionals. P. Sophomore standing.

CRJ 400. Topical Seminar in Criminal Justice. 1-3 credits.
Seminars offered on special topics related to criminal justice. Topics vary from semester to semester. May be repeated under different subtitles. P. Junior standing.

CRJ 423. Law and Society. 3 credits. (Same as SOC 423)
A sociological examination of the development and evolution of models of legal systems from several contemporary cultures, with particular emphasis on the way each of the different models function either as a mechanism of social stability or as a mechanism of social change. This will include a survey of civil, criminal, administrative, and commercial issues, and their relationship to other social institutions, as well as a review of efforts to develop legal systems that transcend competing cultures, either by treaty, or by international organizations.

CRJ 470. Making Maps that Matter: Introduction to Geographic Information Systems. 4 credits. (Same as AMS/ANT/EVS/SOC 470)
Geographic Information Systems-or GIS-refers to the technology used to store, edit, analyze, and present geographic data. This course will introduce students to both the technical and conceptual sides of making maps that matter. Weekly labs will teach the technical skills necessary for using geographic data to create maps. In addition to the technical skills, students will lead weekly book club and "mappy hour" discussions that will foster critical thinking about how GIS and maps are used in society. These readings will emphasize the importance of place and space to a range of contemporary social and environmental issues including poverty, pollution, crime, and racial injustice. Students will apply what they've learned in a semester-long mapping project to raise awareness about a social or environmental problem in a place of their choosing. P. SOC 212.

CRJ 493. Directed Independent Readings. 1-6 credits.
Student-initiated survey of the literature related to a broad topic in criminal justice not covered in the student's course work. Undertaken in close cooperation with a supervising faculty member. May be repeated to a limit of six hours. P. IC.

CRJ 495. Directed Independent Study. 1-6 credits.
Student-initiated project on a focused topic in criminal justice, utilizing library materials and involving close coordination with a supervising faculty member. May be repeated to a limit of six hours. P. IC.

CRJ 497. Directed Independent Research. 1-6 credits.
Student-initiated empirical project on a focused topic in criminal justice, involving close coordination with a supervising faculty member. May be repeated to a limit of six hours. P. IC.

CRJ 499. Senior Capstone: Applying the Social Sciences. 3 credits.
Students will connect, integrate and elaborate prior learning and skills by studying and interpreting a selected topic. Reading, research, discussion, writing, exercises and presentations will engage us in the topic and allow us to use our knowledge and skills developed by pursuing a sociology or anthropology major. The course provides both a completion of the undergraduate experience and engages students in program assessment.

CSC 111. Basics of Coding. 3 credits. OD
An introduction to programming and problem-solving in which students create interactive applications and systems through project-based learning. Students will learn problem solving, software design, debugging strategies, and the foundations of computer science (data structures, procedures, and algorithms).

CSC 121. Computers and Scientific Thinking. 3 credits. FA, SP
An introduction to science and scientific reasoning from a perspective that integrates computer science and the natural sciences. Students will gain a basic understanding of computer technology and how computers and computer modeling are used in various scientific disciplines. Methods and applications from the biological sciences will be emphasized.

CSC 221. Introduction to Programming. 3 credits. FA, SP
A first course in computer programming and problem solving, with an emphasis on designing and developing solutions to real-world problems (such as system modeling, data analysis, and multimedia processing). Specific topics include algorithm development, basic control structures, simple data types and data structures.

CSC 222. Object-Oriented Programming. 3 credits. FA, SP
A second course in computer programming, emphasizing the object-oriented approach to software development. Specific topics include object-oriented design, classes and objects, encapsulation, list processing, and recursion. P. CSC 221.

CSC 321. Data Structures. 3 credits. FA
An introduction to fundamental data structures used in solving problems, including the programming and mathematical concepts required to implement and analyze data structures. Specific data structures include lists, stacks, queues, linked structures, sets, and maps. Supporting concepts include logic, proof techniques, and basic graph theory. P. Grade of "C" or better in CSC 222.

CSC 414. Computer Organization. 3 credits. SP
An introduction to the organization and design of modern computing devices. Topics include basic addressing modes, instruction formats and interpretation, I/O devices, memory organization, and microprogrammed control. P. CSC 221.

CSC 421. Algorithm Design and Analysis. 3 credits. SP
An advanced problem-solving course that focuses on the design, implementation, and analysis of algorithms. Specific algorithmic approaches include divide-and-conquer, greedy, backtracking, and dynamic programming. The connections between algorithms and data structures, such as trees and hash tables, are highlighted. P. CSC 321.

CSC 426. Data Visualization. 3 credits. SP (Same as GDE 426)
In today's world we are inundated with data. So much so that is is often overwhelming, confusing, and ultimately meaningless. By combining the principles of art, design, and statistics, Data Visualization teaches the tools and methods to harness that data and make it meaningful. It also enables clear communication and sets up the possibility for deep insights. P. GDE 324 or CSC 121.

CSC 444. Human Computer Interaction. 3 credits. OD
An introduction to human computer interaction and design thinking, including the design and prototyping of interactive technologies using the User Centered Design philosophy. Students will learn how to conduct and analyze user research, and practice the process of ideating, prototyping, and evaluating their designs.

CSC 445. Social Networks Analytics. 3 credits. OD
This course provides an introduction to graph theory, social network analysis, and data mining. Students will learn the current trends in social network research, understand the theories behind it, collect data from various sources, use social cyber forensics techniques to extract metadata, and apply what's learned to extract meaningful insights. Prereq: CSC 221.

CSC 450. Data of/by/for the People. 3 credits. SP
Data arising from and about the 24th Street Corridor is the focus of this course, which gives an overview of quantitative research methods and focuses the students experientially on planning, gathering, cleaning, and analyzing data from community stakeholders. Students will design and develop data-driven projects using programming and statistical software. Note: this course may not count toward the CSI major, minor, A.S. degree, or Certificate. P. Critical Issues in Human Inquiry or HRS 100 ; Mathematical Reasoning; Senior standing.

CSC 493. Directed Independent Readings. 1-3 credits. OD
A directed reading course investigating current topics in computer science. May be repeated for credit to a limit of six hours. P. IC.

CSC 495. Directed Independent Study. 1-3 credits. OD
A directed study course investigating current topics in computer science. May be repeated for credit to a limit of six hours. P. IC.

CSC 497. Directed Independent Research. 1-3 credits. OD
A research project under the guidance of a member of the faculty. May be repeated for credit to a limit of six hours. P. IC.

CSC 499. Directed Internship. 1-3 credits. OD
Students gain professional experience by placement in a computing company or information technology department on a part-time basis for one semester. Students will work closely with a faculty advisor to define the project, identify its academic content, and report on its results. P. IC.

CSC 525. Theory of Computation. 3 credits. OD
A study of models of computing and the theoretical limitations of computation. Specific topics include formal grammars, finite state machines, Turing machines, and computability. P. CSC 421.

CSC 533. Programming Languages. 3 credits. SP
A survey of modern languages, including their design and implementation. Specific topics include declarative programming, procedural programming, scripting, syntax and semantics, memory management, data types, and control structures. P. CSC 321.

CSC 542. Database Design and Security. 3 credits. FA
A survey of techniques for designing and implementing databases using a relational model, with an emphasis on security and data assurance. Specific topics include relational algebra, SQL, normal forms, database design, concurrency control, and error recovery. P. CSC 222.

CSC 548. Software Engineering. 3 credits. FA
A project-based course that utilizes industry-proven methodologies for the design, implementation, and management of software projects. Specific topics include team coordination, UML modeling, design specifications, version control, reusability, and testing. P or Co: CSC 321.

CSC 550. Introduction To Artificial Intelligence. 3 credits. OD
A survey of foundational concepts and current research in artificial intelligence. Specific topics include knowledge representation, search methods, expert systems, machine learning and perception, neural networks, and emergent systems. P. CSC 222.

CSC 551. Web Programming. 3 credits. FA
An advanced study of Internet and Web protocols and the integration of programming techniques with a Web interface. Both client-side and server-side programming are covered, with topics including HTML, client-side scripting, server-side programming via the Common Gateway Interface, and current development technologies. P. CSC 222 or CSC 121 and CSC 221.

CSC 581. Mobile App Development. 3 credits. SP
A project-based course that presents the fundamental concepts and techniques of mobile application development. Specific topics include modern design methodologies, mobile resource limitations, development tools, and project management. P. CSC 222.

CSC 590. Special Topics. 3 credits. OD
An in-depth examination of one or more current topics in computer science, through a combination of lecture, discussion and student presentations. P. IC.

CSC 599. Senior Capstone. 3 credits. FA
A project-based capstone course intended for computer science seniors. Each student will design, implement, and present a project that integrates computer science content from his or her major courses. Seminal papers and results in computer science will be selected and reviewed in a seminar-style setting, with emphasis on the ethical and professional responsibilities of computer scientists. P. CSI major; Ethics course; Oral Communication course.

CUR 111. Introduction to Undergraduate Research. 1 credit.
This course is for first year students interested in learning about opportunities in undergraduate research and creative scholarly work at Creighton. You will be introduced to specific research projects and develop the tools you need to pursue a faculty-led scholarly project. This course will provide an overview of specific skills, across disciplines, in the areas of development of research questions, literature searches, research methods, data collection, scholarly writing, and research presentations. P. IC.

CUR 400. Capstone in Undergraduate Research. 1 credit.
Students create a portfolio of their research and scholarship accomplishments in this capstone. This course fulfills the research disseminationrequirements for the Concentration in Undergraduate Research and Scholarship: Development of an Ignatian Researcher.

CUR 497. Directed Independent Research. 0-3 credits.
The goal of this course is to provide undergraduate students with an in-depth experience in the craft and practice of research and scholarship. Students are given the opportunity to explore research and scholarship in greater depth, and to develop the skills necessary for independent scholarship within their field of study.

CUR 500. Leadership in Undergraduate Research and Scholarship. 0-1 credits.
This course focuses on the development of leadership skills for students in the Center for Undergraduate Research and Scholarship (CURAS)Ambassador Program. This course will focus on research communication skills and development of a strong research community among students. P. IC.

DAN 101. Introduction to the Dance. 3 credits. FA, SP
Dance classes where the student will develop a competence in and appreciation of three techniques at the beginning level: ballet, modern and jazz. Practical classes, lectures, videos, and attendance at dance performances with written responses to the concerts are all requirements.

DAN 105. Introduction to Hip Hop. 3 credits.
Hip-Hop has quickly become one of the most popular forms of dance in the world. It's cultural inception, development, and impact on culture is relevant to everyone no matter their personal interest or expertise in dance. This course explores the history of hip-hop, the basics of hip-hop dance, and modern forms of hip-hop dance like Locking, Waacking, Electric Boogaloos, Popping, and House. Students will gain a cultural understanding of Hi¡p-Hop in addition to the skills needed to learn choreography, dance simple hip-hop steps, improvise, and groove.

DAN 110. Yoga to Care for the Whole Student. 1 credit.
This course blends invigorating, flowing Yoga postures, relaxing, passive postures with longer holding times, breathing and relaxation techniques. These skills incorporated into everyday life potentially relieve stress and anxiety and increase positive, creative and productive energy. Benefits include sharper mental focus, increased physical balance, and heightened spiritual awareness. All levels.

DAN 153. Stagecraft I. 3 credits. (Same as THR 153)
Fundamentals of developing the scenic background for theatrical productions. Introduction to tools and equipment through theory, lecture, and demonstration. This class includes a lab component. P. THR 131.

DAN 221. Intermediate Modern Dance. 1-2 credits.
Dance classes where the student will develop a competence in and appreciation of Modern dance techniques at the intermediate level. Practical classes, lectures, videos, and attendance at dance performances with written responses to the concerts are all requirements. May be repeated for a total of four credit hours. P. DAN 101 or IC.

DAN 231. Intermediate Tap/Jazz. 1-2 credits.
Dance classes where the student will develop a competence in and appreciation of two techniques at the intermediate level: tap and jazz. Practical classes, lectures, videos, and attendance at dance performances with written responses to the concerts are all requirements. May be repeated for a total of four credit hours. P. DAN 101 or IC.

DAN 241. Intermediate Ballet. 1-2 credits.
Dance classes where the student will develop a competence in and appreciation of ballet technique at the intermediate level. Practical classes, lectures, videos, and attendance at dance performances with written responses to the concerts are all requirements. May be repeated for a total of four credit hours. P. DAN 101 or IC.

DAN 242. Dance Composition & Theory I. 2 credits. FA, SP
Improvisation and elements of composition in all of the classical and modern traditions. The choreographing of a solo work in any one of the dance genres to be performed in front of a panel.

DAN 243. Dance Composition and Theory II. 2 credits.
Continuation of DAN 242. The choreographing of a trio or larger company to be performed in front of a live audience.

DAN 283. Summer Session Workshop in Beginning Dance. 1-3 credits. SU
Classical ballet, pointe, modern dance, jazz and character dance technique classes are supported by music for dance. Guest faculty and workshop emphasis vary from year to year.

DAN 303. Theory Of Teaching Dancing To Children. 2 credits. FA, SP
Approached through pre-ballet techniques and progressing through the first two grades of the Imperial Society of Teachers of Dance (London) children's syllabus. P. DAN 241 or IC.

DAN 304. Theory of Teaching Dancing to Children II. 2 credits. FA, SP
Continuation of DAN 303. Completing the Imperial Society of Teachers of Dance (London) children's syllabus. P. DAN 303 or IC.

DAN 321. Advanced I Modern Dance. 1-2 credits.
For the student who only wants to take Modern Dance at the very Advanced Level. May be repeated to a total of four credit hours. P. DAN 221 or IC.

DAN 331. Advanced I Tap/Jazz. 1-2 credits.
For the student who only wants to take Jazz/Tap at the very Advanced Level. May be repeated to a total of four credit hours. P. DAN 231 or IC.

DAN 341. Advanced I Ballet. 1-2 credits.
For the student who only wants to take Ballet at the very Advanced Level. May be repeated to a total of four credit hours. P. DAN 241 or IC.

DAN 342. Individual Choreographic Project. 1 credit.
Students are expected to exhibit a high degree of initiative and independence in developing their unique methods, forms, and style of choreography. Project culminates in performance. May be repeated to a total of two credit hours. P. IC.

DAN 355. Lighting Design I. 3 credits. SP (Same as THR 355)
An introduction to the fundamentals of lighting theory, electricity, color in light, tools, equipment and paperwork through lecture practical application. P. THR 131 or THR 153.

DAN 383. Summer Session Workshop In Advanced Dance I. 1-3 credits. SU
Classical ballet, pointe, modern dance, jazz, and character dance technique classes are supported by music for dance. Guest faculty and workshop emphasis vary from year to year. P. IC or audition.

DAN 391. Production Practicum. 1-2 credits. FA, SP (Same as THR 391)
Course is divided into two segments. Course description for segment one, Technical Crew: Technical crew work in Creighton theatre and dance productions; may include set construction, properties, sound, lighting. Per credit hour, course requires three hours of shop work weekly (time to be arranged to fit student's schedule) and working one production as a crew member. Course description for segment two, Costume Crew: Costume construction for Creighton theatre and dance productions. Per credit hour, the course requires three hours of costume shop work weekly (time to be arranged to fit student's schedule) and working one production as a wardrobe crew member. This course may be repeated to a limit of eight semester hours.

DAN 395. Directed Independent Study. 1-3 credits.
Course designed to allow the individual student with a particular interest in dance to pursue that interest under faculty direction. May be repeated to a limit of six hours. P. IC.

DAN 398. Performance - Third Year. 1 credit. SP, SU
Student to perform dancing roles during the semester or year. One credit represents two semesters of work. (One of those semesters may be in technical support). Application must be made to the department. Required of Dance minors. P. DC.

DAN 403. Teaching Dance To Children-Practicum I. 2 credits. OD
Supervised teaching to selected children's ballet classes and assigned observation of teaching techniques. P. DAN 303 and DAN 304 or IC.

DAN 404. Teaching Dance - Practicum II. 2 credits. OD
Supervised teaching of selected dance classes and assigned observation of teaching techniques. P. DAN 403.

DAN 421. Advanced II Modern Dance. 1-2 credits.
For the very advanced student taking Modern class. May be taken up to eight times. P. IC or DAN 321.

DAN 431. Advanced II Tap/Jazz. 1-2 credits.
For the very advanced student taking Jazz/Tap class. May be taken up to eight times. P. IC or DAN 331.

DAN 441. Advanced II Ballet. 1-3 credits.
For the very Advanced student taking ballet class. May be taken up to a total of eight times. P. IC or DAN 341.

DAN 483. Summer Session Workshop In Advanced Dance II. 2-5 credits. SU
Classical ballet, pointe, modern dance, jazz, and character dance technique classes are supported by music for dance. Special classes in the study of the Royal Academy of Dance (London) syllabus will be offered if there is sufficient demand. Guest faculty and workshop emphasis vary from year to year. P. IC.

DAN 498. Performance - Fourth Year. 1 credit. SP, SU
Student required to perform dancing roles in two public dance performances. One credit represents two semesters of work. Application must be made to the department during the first two weeks of the preceding semester. Required of Dance minors. May be repeated to a total of two credit hours. P. DC.

DSC 365. Introduction to Data Science. 3 credits.
Intro to statistical data science, using computing tools to gather, manage and analyze large and complex data sets. Topics include data wrangling and formatting, web scraping, data analysis, statistical modeling techniques, text mining and language processing. Satisfies Magis Core Designated Technology. P. Mathematical Reasoning; CSC 121 or CSC 221 or MTH 360 or MTH 361.

DSC 366. Machine Learning. 3 credits.
Introduction to machine and statistical learning techniques. Topics include supervised learning (regression models, kernel smoothers), unsupervised learning (clustering or principal component analysis), shrinkage models, additive models, and neural networks. P. MTH 360 or MTH 361 or another introductory statistics course with Instructor Consent; DSC 365.

DSC 599. Data Science Senior Capstone. 3 credits.
This project based capstone is intended for data science seniors. Students will complete a semester-long project that draws on the skills learned in all three cores of the major. Students will also learn about data ethics, interacting with big data, and develop the professional skills necessary for data scientists. Satisfies Magis Designation: Ethics, Oral Communication, Written Communication. P. Ethics, Oral Communication, Contemporary Compositions, Sr. standing, Data Science Major.

EDP 362. Dominican Republic in Context. 3 credits.
A study of the history, sociology and politics of the Dominican Republic and the Caribbean. Classroom work is integrated with service-learning and cultural immersion in a context of ethical analyses and reflection. This course provides a supervised learning experience in a community learning site and is designed to integrate the knowledge, values, and skills presented in the classroom, as well as the individual research that the students will be performing, with the experiences in the community. CO: EDP 461.

EDP 461. The Power of One: Poverty, Sustainable Development. 3 credits.
A multi-disciplinary study of social justice issues pertaining to people experiencing material poverty. This course will combine Theological beliefs to make meaning out of the injustices in our world, with Economics views that address sustainable development ideas to eradicate extreme poverty. Classroom work is integrated with service-learning and cultural immersion in a context of ethical analyses and reflection. While addressing many of the social justice issues covered in this course from a global perspective, course work is designed to also bring a multi-disciplinary perspective to the exploration of the cultural, social, economic, political and religious aspects of life in the Dominican Republic. P. Critical Issues in Human Inquiry course.

EDU 104. Integration of Art, Music, and PE. 3 credits. (Magis Core: Fine Arts)
The purpose of this course is to present pre-service elementary school teachers with research-based evidence that supports the integration of art, music, movement and physical education activities across the curriculum. This course will provide the students with an overview of the fundamentals of these disciplines and will facilitate an appreciation for each. It will allow students to explore and savor the breadth of human knowledge and experience and uncover their own often hidden capabilities, which can then be passed on to the students that they will serve. There will be an emphasis on lesson planning, development of appropriate classroom management strategies, culturally relevant pedagogy, and efficient classroom transitions. Additionally, the students will discover that hands-on incorporation of the fine arts and PE will promote communication, inquiry, and engagement in daily teaching experiences. Students who complete EDU 104 will gain an understanding that the fine arts, human movement and physical activity are all central elements that foster creative, active, and healthy lifestyles, which in turn enhance the quality of life for elementary students. This course is designed to give students current, relevant, and practical teaching strategies, so they will be prepared to enter the workforce as confident, competent, and skilled teachers. Satisfies Magis Core: Fine Arts.

EDU 131. Literature for Children. 3 credits. FA
Study of children's literature, pre-primary through junior high; history; types; the contemporary scene; extensive required readings.

EDU 170. Diversity and Justice in Education. 3 credits. FA, SP
Course, both lecture and field-based oriented, provides inquiry into the professional field of education. Problem-solving activities, critical thinking case studies, and simulations will provide opportunities for students to explore the purposes of education, development of curriculum, cultural diversity of students and families, and history and philosophy of education. CO: COM 101.

EDU 211. Exploring Child and Adolescent Development. 3 credits. FA, SP (Magis: Understanding Social Science)
An introduction to the defining elements of scientific methodology with emphasis on the theories and concepts necessary for a teacher's or parent's understanding of child and adolescent development. A total of 35 clock hours of K-12 classroom aiding is required in conjunction with EDU 211. Satisfies Magis Core Understanding Social Science.

EDU 242. Computer Related Technologies In Teacher Education. 2 credits. FA, SP
Introduction to computer related technologies in the elementary classroom. Designed to give students a working knowledge of technologies currently being used in schools as curriculum enhancers and productivity tools. P. EDU 170.

EDU 299. Understanding Educational Assessment and Statistical Reasoning. 4 credits.
EDU 299 is a review of accepted educational assessment and measurement strategies and strategies for the use of statistical reasoning in reaching conclusions about data. P. Mathematical Reasoning and Understanding Social Science. P. Mathematical Reasoning; Understanding Social Science.

EDU 320. Leadership: Theories, Styles, And Skills. 3 credits. OD (Same as COM 320)
Course designed to offer participants an opportunity to gain a working knowledge of leadership theories and group dynamics. Designed to develop and improve leadership skills and to learn how to apply these skills in a practical setting. P. Jr. stdg. or IC; One Magis Core Understanding Social Science course.

EDU 493. Directed Independent Readings. 1-6 credits. OD
May be repeated to a limit of six hours. P. DC.

EDU 495. Directed Independent Study. 1-6 credits. OD
May be repeated to a limit of six hours. P. DC.

EDU 497. Directed Independent Research. 1-3 credits. OD
Student-initiated project under direction of a faculty member. May be repeated to a limit of six hours. P. DC.

EDU 500. Literacy Assessment & Intervention. 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 510. Growth And Development. 3 credits.
This course covers the theory and research literature of human development in every phase of life. Physical, cognitive, language, motor, personality, social, affective, moral, and spiritual development are considered as the course seeks to prepare students for roles in school, counseling, or therapeutic settings. P. EDU 170 or PSY 201.

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. Foundations of Education 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. Admission into Education department; Graduate standing.

EDU 523. Foundations of Education 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 521, EDU 522; Admission into Education Department; Graduate standing.

EDU 525. Inclusion and Differentiation in the Elementary Classroom. 3 credits. FA, SP (Magis Designation: Ethics)
This course is designed to acquaint the regular elementary or secondary classroom teacher with inclusion and differentiation strategies. This includes the characteristics of students with mild/moderate disabilities. The course highlights discussions of diagnostic and remedial techniques for students with disabilities in the general classroom. Ethics in the school setting will also be explored. Students complete a 15-20 hour practicum under supervision of a special education teacher. P.Ethics, Education Department Consent.

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 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.

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.

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.

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.

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. 1-3 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. Admission into Education Department; Graduate standing.

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.

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.

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.

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.

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.

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 previous ECE courses. P. EDU 556, EDU 557, EDU 558, and EDU 559. CO: EDU 560.

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. DC. CO: EDU 566, EDU 567, EDU 583.

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. 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. CO: EDU 565.

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, systematic 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. Satisfies Magis Designation: Oral Communications. P. 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 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 548 or EDU 525; EDU 547.

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 responsibility both for actions and for reconciliation. Specific components of the Ignatian Pedagogical Paradigm will be reinforced. CO: EDU 565.

EDU 584. Advanced Instructional Practices. 3 credits.
This seminar-style 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. Instructional practices for differentiated instruction and culturally responsive pedagogies will be covered. Graduate students will learn about and engage in the processes of educational research. P. DC.

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). 1-14 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 undergraduate student teaching must be made before February 1 for the Fall Semester and October 1 for the Spring Semester. Residency and Magis graduate student teaching applications are considered complete upon program entry. P. DC.

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. DC.

EDU 595. Restorative Justice in the Eyes of our Youth. 3 credits.
An introduction to the nature of restorative justice, community engagement, and developmental relationships, in a classroom setting, on a societal level, and in an interpersonal context. This course will survey the interplay between various systems that lead to injustice, specific behavior patterns, as well as analyze destructive and constructive human emotions, developmental relationships, and behavior. Students will be placed in metro area locations assisting youth. Students will use this practicum as an Academic Service Learning experience to help serve the community and put their Creighton and course learnings to practice. Prereq: Critical Issues in Human Inquiry course.

ENG 100. Introduction to Composition. 3 credits.
Individualized approach to the skills and strategies of expository writing. This course DOES NOT satisfy the Magis Core Composition requirement.

ENG 150. Contemporary Composition:College Composition. 3 credits. FA, SP
This course engages students in a variety of writing tasks to prepare them for writing in college as well as post-college and life situations. Students will analyze and construct a variety of texts, using appropriate technologies.

ENG 153. Contemporary Composition: Creative Writing. 3 credits.
This component introduces students to the essentials of academic writing. While themed around specific topics, all sections will use the elements of creative writing to present the theory and the practice rhetoric and composition, teaching students how to construct well-organized and well-supported arguments through their own creative writing. Successful writing is far more than piecing together correct sentences or finding a single "voice". It requires that students become skilled rhetoricians - attuned to diverse audiences and capable of writing with clarity of purpose and precision of expression - so that they may effectively communicate their unique contributions to their respective fields. As the meaning of "learning to write" has changed dramatically in the 21st century across the disciplines, this component necessarily instructs students in effective, appropriate, ethical uses of technology for writing in a digital age through the means of creative writing.

ENG 154. Contemporary Composition:Writing About Energy. 3 credits.
Expository, persuasive, and analytical writing for various audiences and purposes, with a thematic focus on energy and sustainability. CO: While this course is not restricted to Energy Technology (ERG) major or minors, ERG major/minor students must take ERG 157 in the same semester as ENG 154. There is no co-requisite for non-ERG students.

ENG 157. Contemporary Composition:Advocacy and Knowledge. 3 credits.
This course will explore how knowledge is socially constructed via scholarly practice and online participation and, further, how such knowledge can be leveraged for democratic participation. The course will consist of four units, all of which will ask students to write reflectively and publicly in several genres and media.

ENG 158. Voices for Health: Contemporary Composition for Pre-Health Students. 3 credits.
In this course, we will focus on voices within healthcare. Students will read others' narratives about their experiences with healthcare, they will engage with and produce their own research about a problem within healthcare, and they will write about their own healthcare experiences. Students will practice understanding others' voices as well as using their own voices in order to advocate for themselves and others within a healthcare context. Meets Magis Core Contemporary Composition component.

ENG 170. Literature in Life:Literature Engaging Life. 3 credits.
Through the study of the novel in the U.S., this course encourages the development of students' engagement with core principles of Jesuit education: to engage thoughtfully and critically with the notion of the meaning of human dignity, "as articulated within the Catholic, Jesuit, and other intellectual traditions and how human dignity is influenced by systems of social differentiation and by relative power and privilege." The course also carries a significant communication/speaking component linked to "Communicating Critical Issues." CO: COM 101.

ENG 171. Narratives of Health & Illness. 3 credits.
Autobiographies, from Benjamin Franklin to Holocaust memoirs, provide insight into how we experience meaningfulness and understand human dignity. This course will explore those core principles of a Jesuit education through our thoughtful and critical autobiographical research projects with written, oral and multimedia components. CO: COM 101.

ENG 172. Race and Identity. 3 credits.
An examination of how power and privilege are tied to issues of race. In their papers, oral presentations, class discussion, students will articulate their perception of race, prejudice, and discrimination. This course includes a mandatory service component. CO: COM 101.

ENG 173. Anchors Aweigh! Transatlantic Travels in Literature. 3 credits.
This course explores a variety of historic and literary texts that deal with connections between the Old World and the New World from a transatlantic perspective. It also considers how ideas circulate around the Atlantic, and how this circulation influences the texts produced in the lands that bound it. CO: COM 101.

ENG 174. Representing Violence and Northern Ireland. 3 credits.
From 1968 to 1998, the Six Counties of Northern Ireland experienced a sustained period of politically motivated violence and terrorism. The period known as The Troubles has left an indelible mark on Northern Ireland and its literature, often summed up in Seamus Heaney's famous dictum: whatever you say, say nothing. This course explores the history, ethics, and representation of the Troubles in Northern Irish Literature. CO: Oral Communication.

ENG 175. Slumming It: Poverty and the Novel. 3 credits.
This course introduces students to the history, theory, and literary representation of the modern metropolis in the nineteenth century. By focusing on London, Paris, and Manchester, this course will discuss various experiences of modernity, the influence and development of capitalism, and the formation of urban selfhood. Students will explore and examine the intersections of gender, sexuality, and class on the experience of the nineteenth-century urban dweller. CO: COM 101.

ENG 176. Creating Communities. 3 credits.
This course, designed for students in the Dean's Fellows program, asks students to think critically about the taken-for-granted concept of "community" as related to their identities as first-year students in the Dean's Fellows program at a Catholic, Jesuit university in urban Omaha, Nebraska. Students will consider how community is more than a group of people, but rather a mix of personal and public contexts, boundaries, and possibilities. Students will explore their newfound identities in the community of Creighton, will conduct anthropological research into "organic" (non-academic) intellectual communities on campus, and will work with a community partner (via the Office of Academic Service Learning) to publicize an issue on Creighton's campus. Throughout, students will explore the communities they are entering, and the systems of power and privilege at play in these communities. CO: COM 101.

ENG 177. Reel Issues Studies in Film. 3 credits. S
Critical Issues in Human Inquiry deals with the critical issues people deal with personally and in society. In Studies in Film, we will look at how film characters deal with critical issues and try to manage them ethically and analyze them in the framework of Jesuit values. In this class we will view films and film clips to learn about film technique and how films express ideology to demonstrate the intersections of history, politics, cross-cultural exchange, and religious life. We will learn from the experiences of people different from ourselves and begin to articulate our own identities and experiences in meaningful ways. Students will additionally examine the critical issues that touch them individually through writing and presenting their own research projects and a film project. Through research and literary analysis, you will develop basic skills of critical reading, textual analysis, and contextual research.

ENG 178. Hero Literature. 3 credits.
Hero stories present and challenge their cultures' ideals and values. They offer heroic visions of ways that we might intercede in injustice, imagine better realities, and practice active compassion towards others. This course introduces students to the genre of "hero literature" aimed at young adult audiences; it also introduces students to the methods and techniques of literary analysis. We will apply these skills to analyzing contemporary hero stories in order to understand how literature challenges, shapes, and forges heroic ideals in emerging adults. CO: COM 101.

ENG 179. Critical issues: Faith and Fiction. 3 credits.
This course seeks to acquaint students with the rich tradition of Catholic literature in the English language that has emerged after the Second World War. It will chronicle the movement of Catholics from their ethnic and religious enclaves to their better educated and integrated, more suburban existence in the late twentieth and early twenty-first centuries. It will also examine the regional flavor of American Catholicism, contrasting fiction of the Northeast with the of the South, Midwest, and West. Some themes uniting the course will be sacramentality, embodiment, the search for truth and meaning, the reality of evil, forgiveness, and the inexhaustibility of grace. Expect to read works by Flannery O'Connor, Andre Dubus, Mary Gordon, Ron Hansen, Alice McDermott and Ann Patchett. Co-requisite: COM 101.

ENG 180. Creative Writing and Justice. 3 credits.
This course explores a variety of creative writing texts (poetry, fiction, and creative nonfiction) that deal with concepts of justice. Through the production of students' own creative work, the course also considers how we as creative writers can hone our skills of empathy in order to aid our understanding of human dignity.

ENG 200. Introduction to English Studies. 3 credits.
ENG 200 is the foundational gateway course that is a prerequisite for the three upper-level Sources and Methods of the major courses. It introduces students to methods and skills in English studies. P. Contemporary Composition.

ENG 203. Telling Your Story: Business Writing Skills Intensive. 1.5 credit.
The trajectory of the stock market and the economy, according to Nobel Prize-winning economist Robert J. Schiller, is tied to the stories and broader narratives of society and the marketplace. In this class, you will learn how a well-defined, creative, and professional narrative can help you navigate the world of business. By focusing on multiple types of writing for various audiences, you will develop skills that will help you pitch yourself and your ideas to a diverse range of potential clients, employers, and funding bodies. Craft your narrative so you can succeed in whatever marketplace you need. P. Contemporary Composition; Sophomore standing.

ENG 221. Global Literatures. 3 credits.
An introduction to Western and non-Western world literatures with particular emphasis on gender, ethic, and cultural diversity. P. Critical Issues in Human Inquiry course or HRS 100 or HRS 101.

ENG 222. Emotions in Literature & Life. 3 credits.
We often think about emotions as individually experienced feelings that must be set aside to make way for rational, critical thinking. In this class, you will learn how the emotions you experience in everyday life are constructed by your community and our society, and how emotions can be a source of knowledge and insight. After becoming more aware of your emotional experiences in daily life, we will study the way that the emotions you experience as a reader of literature can give you insight into the functioning of emotions in human life. Satisfies Magis Literature. P. Magis Critical Issues in Human Inquiry.

ENG 223. Studies in Native American Literature. 3 credits.
This course will provide a survey of significant literature - memoir, poetry, fiction, drama and film - by Native authors from the early 1800s to the present. We study these texts to learn about tribal identities and cultures and to analyze how these texts engage with the critical questions of human spirituality, identity and purpose from a Native perspective. P. One Magis Critical Issues in Human Inquiry course.

ENG 225. Dead Men Tell No Tales: Pirate Literature Through the Ages. 3 credits.
This course introduces students to literary study through an examination of the development of pirate literature from 1600 to the present. We will explore how pirates in literature went from being figures that were critiqued and censured (if also begrudgingly admired) to becoming the romanticized, heroic figures that currently pervade our cultural imagination. P. One Magis Core Critical Issues in Human Inquiry course.

ENG 226. Fiction and the Idea of the Nation. 3 credits.
This course is designed to look at the relationship between questions about national identity and national belonging. We will explore the representation of various nations and national spaces, national subjects and subjectivities, as well as their relationships to modes of history all in literary texts from the Romantic period. P. One Magis Core Critical Issues in Human Inquiry course.

ENG 227. Science/Fiction. 4 credits.
This course is an exploration of the genre of science fiction as well as selected scientific topics contained therein. Science fiction will be examined from both a literary and a scientific perspective. P. Critical Issues in Human Inquiry course, Contemporary Composition course, and Mathematical Reasoning course.

ENG 228. The City in Literature. 3 credits.
Students in the course will learn to identify, interpret, analyze, and evaluate the literary imagination of the city in its individual, social and cultural dimensions. What forms or genres, narrative strategies, and tropes and motifs do literary texts employ to represent the history, geography, and sensorial experience of the city? How do literary texts understand the fraught relationships between the city, nation, region and the world? The course will examine not only the representations of the city in literature but also how these literary texts might inform our own experience of urban places. Students will use research and scholarly writing to challenge simplistic narratives of urban capitalist transformation or urban decay and instead produce new knowledge that synthesizes the many contradictions that the city represents: between freedom and alienation, anonymity and entangled lives, feelings of strangeness and fleeting intimacies. Literature will provide us a unique vantage point for understanding the messy and complex realities of race, gender, class and sexuality in the city in a way that cannot be grasped through the big data approaches to the urban sphere. Meets Magis Core Literature component. P. Critical Issues in Human Inquiry course.

ENG 229. Literature and Medicine. 3 credits.
Disease and death are everywhere in literature, as are attempts to regain and maintain health. In the past half-century, however, patient narratives and narratives of those who have cared for them, have been published in increasing numbers and today constitute both a supplement to medical history and a new form of literature. Literature has become just as much a part of medicine as medicine has been a part of literature. This course examines the overlap of medicine, literature, and culture in order to understand the ways in which various societies understand health and illness, life and death; what literature can do to better understand the patient and the physician; what dialogue can be had between these two fields. P. Critical Issues in Human Inquiry.

ENG 251. Advanced Composition. 3 credits. OD
The ENG 251 course offers an intensive immersion into compositional areas that extend from, or are different than, those engaged in ENG 150, Rhetoric and Composition. Students will engage advanced rhetorical and compositional theory and practice, including but not limited to, multi mediation, advanced research, and/or other critical textual concerns. P. Contemporary Composition course.

ENG 300. Introduction To Creative Writing. 3 credits. FA, SP
In this course we will study and practice the art of writing fiction and poetry. An emphasis will be placed on student work - via workshops and written peer critiques of short stories and poems-as well as on the published literature of established writers. We will focus heavily on reading as writers, in order to understand why certain pieces of writing work more effectively than others. P. Contemporary Composition course, Critical Issues in Human Inquiry course.

ENG 301. Creative Writing: Narrative Forms. 3 credits. FA
Narrative Forms provides practical guidance in the writing of fiction and a forum for discussing the theory and appreciation of fiction. P. Contemporary Composition course; ENG 300 or consent of Director of Creative Writing.

ENG 302. Poetic Forms. 3 credits. SP
Poetic Forms provides practical guidance in the writing of poetry and a forum for discussing the theory and composition of poetry. Prereq: Contemporary Composition.

ENG 307. Introduction to American Studies. 3 credits. FA (Same as AMS 307 and HIS 307)
This course provides an introduction to the field of American Studies, which seeks to understand the complex reality of "the American experience" in all its variety. Topics include the history of American Studies as a discipline as well as its methodologies, central concepts, and emerging questions. Students will examine a broad topic from multiple disciplinary perspectives, with an emphasis on developing and employing the methodological tools common to contemporary American Studies scholarship. The topic/content areas will be selected by the instructor, based upon his/her area of scholarly expertise. P. Soph. stdg.

ENG 308. Theories and Methods in American Studies. 3 credits. SP (Same as AMS 308)
This course introduces students to prevailing theories and methodologies in American Studies. Students will examine in a critical fashion interdisciplinary studies of the meaning and significance of 'Americanness' in historical, cross-cultural, and even trans-national contexts. The complex relationships between ethnic, religious, racial, and ideological groups in American society will receive critical attention. P. So. stdg.

ENG 311. Ethics And The Use Of Rhetoric. 3 credits.
Survey of the major works on rhetoric that treat ethics from the time of Plato to the Moderns. P. Contemporary Composition course; Jr. stdg.

ENG 312. Mass Media and Modern Culture. 3 credits. SP (Same as AMS 312, COM 312)
Examination of the role of film, television, and media in American life. P. Jr. stdg.

ENG 313. The Essay: Critical and Developmental Reading. 3 credits. OD
Critical reading of nonfictional prose concentrating on the logic, organization, style, and vocabulary of essays. Especially recommended for pre-law students. P. Contemporary Composition course.

ENG 314. Explorations in the Essay. 3 credits. OD
This course invites students to both study and practice the personal essay, examining this category often called "creative nonfiction" or the "fourth genre." As both writers and readers, we will consider how identity is represented in our own and others' texts. P. Contemporary Composition course.

ENG 315. Technical And Professional Writing. 3 credits. OD
Writing in and with technology; patterns of reports and correspondence; professional style and structure. P. Contemporary Composition course.

ENG 317. Composition Theory And Practice. 3 credits.
Composition is a field that approaches writing and its teaching as both a means and object of critical inquiry, something best learned by study and by practice. In this course, we will engage competing composition theories, examine and experience a range of writing practices and approaches, and explore problems and possibilities in literacy education. In this certified writing course, you will also have the opportunity to study your own writing process and development. P. Contemporary Composition course.

ENG 329. American Literature/American Identity. 3 credits. OD (Same as AMS 329)
Analysis of the treatment of the American identity as it is represented in American literature of the colonial period to the present. P. Contemporary Composition course.

ENG 330. Sources and Methods of Writing. 3 credits.
ENG 330 focuses on the concepts, skills and discursive practices associated with effective writing in at least one of the three English sub-disciplines: creative writing, literary studies, and composition and rhetoric. As part of this course, students will receive and provide feedback from each other on their writing and have opportunity to incorporate the feedback in revision, developing their skill in assessing the effectiveness of their own and others' writing practices. P. ENG 200.

ENG 331. Sources and Methods of Reading. 3 credits.
Students will engage in methods of understanding or interpreting how a text works. A text is understood to work when its form and its function interact to direct, constrain or multiply meanings. This course introduces students to different methodologies relevant to the discipline of English studies of the course that explain how reading enables the critical interpretation or understanding of texts. Those methodologies situate texts' meanings in different ways. P. ENG 200 or ENG 201 or ENG 202.

ENG 332. Sources and Methods of Justice. 3 credits.
All professors, in spite of the cliché, are in contact with the world," says Peter Hans Kolvenbach, S.J. Students in ENG 332 will analyze the role of English studies in the discipline of the course as it is in contact with the world. Specifically, students will be asked to critically engage with the moral dimensions of reading and writing; students will explore and explain how writing and reading illuminates humans' search for truth, demonstrates or challenges us to grow in solidarity, and/or demonstrates ways in which we can take responsibility for the complex realities of the world. Students' projects in the course will demonstrate this critical engagement with the moral dimensions of reading and/or writing by demonstrating how texts can contribute to positive solutions for social inequality, or particulate solutions to social justice issues. This course demonstrates our department's preferential option for an understanding of English studies that engages questions of society, justice, and the world. P. ENG 200, Ethics course, Critical Issues course.

ENG 340. English Literature I: Medieval/Early Renaissance. 3 credits. SP
An historical survey of English literature to 1600. P. Contemporary Composition course.

ENG 341. English Literature II: Late Renaissance/Neo-Classical. 3 credits. FA
An historical survey of English literature between 1600 and 1800. P. Contemporary Composition course.

ENG 342. English Literature III: Romantic/Victorian. 3 credits. SP
An historical survey of English literature between 1800 and 1914. P.Contemporary Composition course.

ENG 350. American Literature I: Beginning To Civil War. 3 credits. SP (Same as AMS 350)
An historical survey of American Literature from its beginning to 1860. P. Contemporary Composition course.

ENG 351. American Literature II: 1860-1914. 3 credits. FA
An historical survey of American literature from 1860 to 1914. P. Contemporary Composition course.

ENG 352. English And American Literature: 1914 To The Present. 3 credits. FA
An historical survey of English and American writers from 1914 to the present. P. Contemporary Composition course.

ENG 353. Special Topics in Native American Literature. 3 credits. (Same as NAS 353)
The course focuses on several seminal literary texts in the Native American literary tradition as it emerged in the twentieth century. Prereq: Contemporary Composition course.

ENG 371. American Literature: Vision And Reality. 3 credits. OD
Values and ideals in American literature from the Seventeenth Century to the present. P. Contemporary Composition course.

ENG 372. Western Literature of the United States. 3 credits.
This course focuses on seminal literary texts in the Western American literary tradition as it emerged in the late-nineteenth and early-twentieth centuries and continues to the present. P. Contemporary Composition course.

ENG 376. Caring for the Poor: Poverty, Health Care, and the Novel. 3 credits.
In his landmark Capital in the Twenty-First Century, Thomas Piketty argues that the best way to understand historical income- and wealth-inequality is to look to the novels of Austen, Balzac, and Dickens. But what about the intersection of inequality and medical care? While we know that the intersection of poverty and medical care is undeniable, what can we learn about today's healthcare inequalities by exploring the relationship between poverty and medicine in literature? This course explores those questions by situating medical history in a broader context of literature, economics, and public health. P. Ethics; Contemporary Composition; Critical Issues in Human Inquiry.

ENG 378. Hysteria: Gender and Health in Literature. 3 credits.
It is impossible to separate the study of medicine and health from the gendered discourses of the body. From anxieties of hysteria and "the female malady," to concerns for household cleanliness and public health, the development of modern medicine reveals shifting attitudes toward and experiences of gender. This course explores the intersection of gender, politics, and medicine through the framework of literature in order to help students better recognize that medicine and healthcare, like literature, depends on the "interpretation" of remarkably personal narratives. Drawing on the diverse and interdisciplinary relationship between Literary Studies and Health Care, this course seeks to provoke new and exciting conversations that challenge our conceptions of health and care.

ENG 380. History And Criticism Of Cinema. 3 credits. FA (Same as ART 380, COM 380)
Motion pictures as a distinctive medium of communication and as an art form; film language; film history; film appreciation; critical assimilation of film content. P. Contemporary Composition course.

ENG 381. Literature and the Environment. 3 credits. OD
Explores English and American nature writing from the neoclassical era to the present. The course investigates the ways in which different authors have seen and have expressed their relationships to their environments and the human relationship to the natural world in general. The course examines nature writing in a variety of genres-poetry, novels, and non-fiction prose essays. It also covers relevant work from contemporary eco-criticism of literature. P. Contemporary Composition course.

ENG 382. History and Future of the Book. 3 credits.
Explores the history of the book, its impact on Human cultures and literacies, and its future in a digitally-mediated age. P. Contemporary Composition course.

ENG 386. Medical Humanities in English Studies. 3 credits.
This class exists at the intersection of literature, narrative studies, medical narratives and medicine. As such, it understands the complex interrelationships between the study of English and the treatment of the human body through medical practices. Exploring these intersections allows us to understand what skills studying English can provide to produce a more humane, ethical, compassionate, and effective model for health care and medicine. One aim of this course is to demonstrate that improving narrative competency and communication skills can lead to greater comfort with and compassion for patient narratives. At the same time, this course aims to demonstrate the ways in which narratives can help reclaim voices, can help humanize suffering, and can help us heal. Together, literature and medicine allow us to form interpretive frameworks that assemble meaning in the face of life's fragility. P. Ethics, Contemporary Composition.

ENG 389. The Roaring Twenties. 3 credits. OD (Same as AMS 389)
Representative American authors and works from the 1920's. P. Contemporary Composition course.

ENG 390. Introduction To African Literature. 3 credits. FA (Same as AFS 390, BKS 390)
Contemporary African literature. Relationship between African literature and society, emergence of national and cross-African literatures, issues of cultural conflict, language and oral tradition, and other topics. P. Critical Issues in Human Inquiry; Contemporary Composition.

ENG 393. African-American Literature. 3 credits. SP (Same as AMS 393, BKS 393)
A survey of representative African American literature from its inception to the present. The particular representative authors and genres and the historical focus of the course may differ each semester. P. Contemporary Composition course.

ENG 398. Literature Of Francophone Africa. 3 credits. OD (Same as AFS 398, BKS 398)
Sample of representative Francophone African literature. Nature and functions of this literature, relation between it and society. Impact of non-Western cultural context on Western literary genres. P. Contemporary Composition course.

ENG 400. Novel Ecologies: History, Literature, and Environmental Crisis. 3 credits. (Same as HIS 400)
This course will challenge students to identify the underlying assumptions of conservation practice in western and non-western contexts and explore how they have changed over time. Using case studies from New Zealand and Nebraska, it will emphasize the natural-cultural consequences of settler colonialism, globalization, and the history of ecological thinking, and deepen awareness of the social and ecological roots of environmental crises, the diversity of ecological worldviews on local and global scales, and foster engagement with issues of social and ecological justice. P. Critical Issues in Human Inquiry; Instructor approval. CO: BIO 189.

ENG 403. Seminar in Creative Writing. 3 credits. FA, SP
Small group or individualized attention and practice in the student's chosen genre(s). Designed to allow the student extensive work on an advanced level, the course may be repeated a maximum of three times. P. Contemporary Composition course; ENG 301 or 302 or consent of the Director of the Creative Writing Program.

ENG 404. Screenwriting. 3 credits. AY
Workshop in the writing of the feature-length screenplay. Designed to allow the student to do extensive work on an advanced level. P. Contemporary Composition course, and ENG 300 or IC.

ENG 405. The Thirties. 3 credits. OD
Intensive study of the literature of the Depression and the New Deal. P. Contemporary Composition course; Jr. stdg.

ENG 408. Chaucer. 3 credits. OD
Artistic accomplishments of Geoffrey Chaucer, with particular emphasis on The Canterbury Tales. P. Contemporary Composition course.

ENG 409. Shakespeare. 3 credits.
Survey of Shakespeare's background; dramatic analysis of Shakespearean plays. P. Contemporary Composition course.

ENG 410. Women in Literature. 3 credits. OD
Literary works by and about women. P. Contemporary Composition course.

ENG 411. Milton. 3 credits. OD
The mind, art, and historical significance of Milton as revealed in his major poetry and prose. P. Contemporary Composition course.

ENG 412. Studies in Major Authors. 3 credits. FA, SP
A study of a major author or group of authors. The particular authors studied will vary each semester. The course may be taken more than once. P. Contemporary Composition course.

ENG 420. Utopian Literature. 3 credits. OD
Examination of utopian models and ideals in selected literary classics, including anti-utopian literature. P. Contemporary Composition course.

ENG 421. History of the English Language. 3 credits.
Historical approach to the study of the English language from Old English to Modern English. P. Contemporary Composition course.

ENG 422. Introduction to Linguistic Studies. 3 credits. OD
Survey of the history of the English language and an examination of the structure of modern English grammars. P. Contemporary Composition course.

ENG 424. Adventurous Men and Wild Women: Genre, Gender and Geography in Fin-de-Siecle Literature. 3 credits.
British Literature from 1880-1916 was dominated by the concept of adventure, stretching across the far reaches of the Empire. Tales of colonial exploration like Treasure Island were meant to help construct imperial geographies and, at the same time, to help conceive imperial masculinities. Even though these were intended for boys, girls found their own adventurous literature that was bound up with renegotiations of gender, geography, and genre. This course will explore the interrelated concepts of imperialism, decadence, and the New Woman in order to understand the ways in which literature helped construct and subvert gender and Empire at the end of the nineteenth century. P. Contemporary Composition; Critical Issues in Human Inquiry course; Ethics; Senior standing.

ENG 425. Popular Literature. 3 credits. OD
Examination of popular literary forms: detective fiction, science fiction, fantasy, best-sellers, gothic/contemporary romance, western, spy-thriller, horror/supernatural. P. Contemporary Composition course.

ENG 426. Canadian Literature. 3 credits. OD
Study of the fiction and poetry of major Canadian writers. P. Contemporary Composition course.

ENG 427. Health, Justice and Literature. 3 credits.
Our health affects every aspect of our lived experience; health care is shaped by access or denial--access to equity, dignity, and justice, or denial of them. Strengthening our narrative capacities can help us articulate the relationship between equity, dignity, justice, and health care as a holistic practice encompassing health, illness, healing, suffering, and death. This course begins from the premise that, on one hand, what medicine lacks--in singularity, empathy, humility--can, in part, be addressed by literary studies, and, on the other hand, medicine and health care can help literary scholars make their skills meet the social needs of the world around us. By integrating literature and medicine, we can create a world that is more equitable, dignified, and just. P. Critical Issues in Human Inquiry.

ENG 437. Literature, Philosophy and Economics: In Search of Economic Justice. 3 credits.
This course investigates the extent to which the application of principles of justice, fairness and reciprocity can be correlated with economic well-being, eudaemonia and sustainability, for agents involved in economic activity. While pointing to the harmful effects of competition, growth and profit as measurements of economic success wealth disparities, and the unbridled pursuit of self-interest, the course invites students to consider the economic value of cooperative division of labor, balanced co-existence with the environment and with other humans, fair exchange and just wealth distributions, and the taking into consideration of the well-being of others in economic decision-making. Ultimately, students in the course will be encouraged to consider whether and how justice in economic practices may be effectively constitutive of economic value and the only warrantor of the viability and sustainability of a good life. P. Critical Issues in Human Inquiry, Ethics, Contemporary Composition courses; Senior standing.

ENG 438. Literacy And Community: Reading And Writing Toward Social Change. 3 credits. (Same as SRP 438)
This class will challenge students to think more broadly about different kinds of literacies and the meaning of literacy in different social, political, and cultural contexts. Students will study how certain literacies become valued in our society and how literacy functions as a navigational technology that opens up some paths and closes off others. Students will question and examine taken-for-granted definitions of literacy and reflect on the role of literacy in their college lives and beyond. The class will have a hands-on component in that students will explore sites of literacy learning in the Omaha community. P. Contemporary Composition course; Critical Issues in Human Inquiry; Oral Communication; Senior standing.

ENG 439. Literacy And Technology: How Technology Shapes Cultural Literacy. 3 credits. OD
Students will explore the ways that literacy, technology, and humanity interact. Students will look at the ways that each of these entities affects the others. The course will begin with a historical look at human technological literacy, but the majority of the course will focus on present literacy and technology. P. Contemporary Composition course.

ENG 440. Introduction to Green Cultural Studies. 3 credits.
This course will introduce students to the field of cultural studies as it emerged in the U.S. and elsewhere, give students a working knowledge of cultural studies as a methodological approach, and facilitate the application of this methodology to environmental texts and issues. P. Contemporary Composition course.

ENG 441. Trauma in Literature. 3 credits.
This course examines depictions of trauma in major literary texts. Grounded in trauma theory, students analyze the ways in which traumatic events and the physical and neurological manifestations of trauma are presented through aesthetic language. They will also study the ways in which literature provides critical language to define, interrogate, and delimit trauma, and finally how literature provides narratives of healing and offers ways out of traumatic cycles. P. Critical Issues in Human Inquiry; Contemporary Composition.

ENG 442. 18th and/or 19th Century British Novel. 3 credits. OD
Study of the British novel from Richardson and Defoe to Thomas Hardy. P. Contemporary Composition course; and Jr. stdg.

ENG 443. Modern British Novel. 3 credits. OD
A study of the British Novel from the First World War through the post Second World War period. Lawrence, Forster, Bowen, Woolfe, Green, and others will be considered. P. Contemporary Composition course; and Jr. stdg.

ENG 444. Modern British Poetry. 3 credits. OD
A study of British poetry from 1900 to the present. Eliot, Hardy, Housman, Lawrence, and others will be considered. P. Contemporary Composition course.

ENG 445. Daughters of Erin: Irish Women Writers. 3 credits.
Bunrachtna hÉireann, the Constitution of the Republic of Ireland, declares that, "by her life within the home, woman gives to the State a support without which the common good cannot be achieved" (42.t.L'). This course explores the history of women writers on the island of Ireland and the ways that they have written against the dominant narrative that has consigned them to the home. From international-facing Romanticism to Jail Journals, this course will argue that Irish women writers have been anything but domestic. P. Contemporary Composition, Critical Issues, Senior Standing.

ENG 446. The Body in Early English Literature. 3 credits.
This course will examine diverse representations of the body in early English literature, paying particular attention to the way that bodies are gendered, racialized, spiritualized, pathologized, and politicized. The body is used as a powerful metaphor, and powerful things happen when metaphors are applied to it. We will especially focus on ways that non-normative bodies - bodies that bleed, get sick, give birth, are not white, or act in disorderly ways - challenge and even change the status quo. (Meets Magis Intersections requirement). P. Magis Critical Issues in Human Inquiry course.

ENG 450. Contemporary British Literature. 3 credits. OD
A study of post World War II British Literature. P. Contemporary Composition course.

ENG 451. Modern Novel. 3 credits. OD
Selected studies in modern long fiction. P. Contemporary Composition course.

ENG 452. Modern Drama. 3 credits. OD
Study of modern dramatists and dramatic techniques from Ibsen to Ionesco. P. Contemporary Composition course.

ENG 453. Modern Poetry. 3 credits. OD
Selected studies in modern poetry. P. Contemporary Composition course.

ENG 455. Global Bollywood. 3 credits.
This course will use Bollywood, or global popular Indian cinema, as a cultural and political lens to understand the "uncomfortable realities of the world" including poverty, capitalism, gender hierarchies, and religious conflict. Drawing on interdisciplinary frameworks of social and cultural studies, film studies, postcolonial and diaspora theory, and gender and race studies, students will explore the politics of globalized production and reception of culture, global connections that bridge differences, and intersections between American racial formations and postcolonial hierarchies. P. Critical Issues in Human Inquiry course, Contemporary Composition course.

ENG 460. Satire. 3 credits. OD
A study of various forms and techniques of satire with critical readings in the history and nature of the satirical genre(s); readings in satirical literature from the beginnings to the present; discussion of complex literary theories regarding satiric art. P. Contemporary Composition course.

ENG 461. Comedy. 3 credits. OD
Comic theory; varieties of comedy; the comic spirit as an essentially artistic and moral viewpoint. P. Contemporary Composition course.

ENG 469. Modern American Poetry. 3 credits. OD
A study of 20th century American poetry. P. Contemporary Composition course.

ENG 470. Seminar in Film Studies. 3 credits. OD (Same as AFS 470, BKS 470, COM 470)
Topical seminar with topics changing in different semesters. Examination of particular areas of film and popular culture. Topics in different semesters might include detailed examination of a film genre (e.g., the western; science fiction; detective films), or film and cultural studies (e.g., women and film; film and developing nations). May be repeated for credit to a limit of six hours. P. Contemporary Composition course.

ENG 471. Modern American Drama. 3 credits. OD
Study of modern American drama. P. Contemporary Composition course.

ENG 473. 19th-Century American Novel. 3 credits. OD
Study of selected American long fiction from Brown to James. P. Contemporary Composition course.

ENG 474. Modern American Novel. 3 credits. OD
A study of the 20th Century American novel. P. Contemporary Composition course.

ENG 475. Contemporary American Literature. 3 credits. OD
Study of principal American writings of the post-World War II era. P. Contemporary Composition course.

ENG 476. Writing and Working for Justice. 3 credits.
An examination of issues concerning social justice, community problems, and their role as citizens. In a variety of prose writing projects, students will be expected to articulate their sense of how family and community are interconnected and how they are part of the larger community. P. Contemporary Composition; Oral Communication; Ethics.

ENG 477. The Elements of Style: Form and Structure in Writing. 3 credits. OD
Study of the modes and strategies of contemporary prose discourse; includes practice in rhetorical analysis.

ENG 479. Internship. 0-3 credits. FA, SP
Students will gain professional experience in literary writing and/or editing through working in a supervised literary internship on campus or in the community. P. Contemporary Composition course and IC.

ENG 480. History Of Literary Criticism. 3 credits. OD
A consideration of critical theory and practice from the ancient Greeks to the present. P. ENG major or minor.

ENG 481. Special Topics in British Literature. 3 credits. OD
A consideration of certain historical, aesthetic, and/or philosophical themes or ideas which serve as a means of forming an integrated view of British literature. P. Contemporary Composition course; ENG major or minor.

ENG 482. Special Topics in American Literature. 3 credits. OD
A consideration of certain historical, aesthetic, and/or philosophical themes or ideas which serve as a means of forming an integrated view of American literature. P. Contemporary Composition course; ENG major or minor.

ENG 483. The Rhetoric of Emotion. 3 credits.
We typically think about "emotions" as personal feelings that get in the way of our rational thinking. Drawing from the growing field of Critical Emotion Studies, this class will look at how emotions can be a social form of community action and how emotion can be used ethically to persuade others. Satisfies Magis Core: Intersections, designated Oral Communication and Written Communication course. P. Critical Issues in Human Inquiry; Oral Communication; Contemporary Composition.

ENG 484. Special Literary Topics. 3 credits. OD
A consideration of certain historical, aesthetic, and/or philosophical themes or ideas that cut across or fall outside the categories covered in Senior Seminars I-IV. P. Contemporary Composition course; ENG major or minor; and Sr. stdg.

ENG 489. American Prisons: Punish or Reform. 3 credits.
An examination of the philosophy of our social justice system and how members of the community can contribute to positive changes in the way inmates are regarded and treated. In a variety of prose writing projects, students will be expected to articulate their sense of how incarceration, punishment, and reform interrelate. Students will write about how their assumptions regarding prison and the inmates match the philosophy behind the way criminals are sentenced and the way they spend their time behind bars. P. Contemporary Composition course, Critical Issues in Human Inquiry, and Oral Communication.

ENG 493. Directed Independent Readings. 1-3 credits. FA, SP, SU
May be repeated for credit to a limit of six hours. P. Contemporary Composition course and IC.

ENG 494. Directed Independent Research. 0-3 credits.
May be repeated for credit to a limit of six hours. Prereq: Contemporary Composition, Critical Issues in Human Inquiry, and Instructor Consent.

ENG 499. Senior Project. 3 credits.
This course is designed for senior English majors to provide a capstone for work in the major and specialization (if any). Students will work on their own project - a senior thesis or creative writing project, as appropriate to the student's individual course of study. The project will be directed by a faculty supervisor. Along with the final project, students will also submit a reflective essay examining how their project serves as a culmination to their course of study within the major. P. Contemporary Composition course; Oral Communication course; Senior standing; ENG major; or Instructor Consent.

EVS 123. Science for a Changing Planet: An Introduction to Earth Systems. 3 credits. (Same as PHY 123)
Introduction to the study of the earth system science for science and non-science majors. Topics include: the earth as a system, the geosphere, the hydrosphere, the atmosphere, the biosphere and the anthroposphere. This course explores the interactions between the earth systems, including how anthropologic processes modify the Earth's environment. P. Understanding Natural Science. CO: EVS 124.

EVS 124. Earth System Science Laboratory. 1 credit. (Same as PHY 124)
Laboratory work to acquaint the student with data collection, and analysis, and earth system topics such as the earth as a system, the geosphere, the hydrosphere, the atmosphere, the biosphere and the anthroposphere. Appropriate for science and non-science majors. P. Understanding Natural Science; CO: EVS 123.

EVS 201. Introduction to Environmental Science. 3 credits. SP (Magis Core: Understanding Natural Science)
This course presents a scientific approach to the study of the environment and stresses the application of ecological concepts within a systems perspective. Topics include ecology, sustainability, populations, biodiversity, biogeochemistry, ecosystems, climate change, resources, agriculture, pollution and urban ecology. The course is an introductory course for EVS majors as well as an overview for students majoring in other areas. Satisfies Magis Core: Understanding Natural Science.

EVS 301. Social and Cultural Theory. 3 credits.
An exploration of the ideas central to sociology and anthropology from the perspective of their historical and contemporary theories. Special attention is given to the implications of these ideas for understanding human social values. P. So. stdg.

EVS 307. Demography: World Population Issues. 3 credits. ENY, SP (Same as ANT 307, SOC 307)
This course will provide a sociological examination of the development and evolution of different models of population dynamics from several contemporary cultures. It will place particular emphasis on the assumptions and logical consequences of each of these models. Includes a survey of historical and contemporary trends in population growth, as well as a review of competing perspectives about natural limits to that growth. P. So. stdg.

EVS 311. Biostatistics. 4 credits. (Same as BIO 311)
Introduction to statistical methods, data display, and experimental design as applied to biological studies. Data analysis is conducted using open-source statistical software. Does not count as a Biology laboratory course. P. BIO 201, BIO 202, BIO 205, and BIO 206; Mathematical Reasoning.

EVS 315. Foundations of Ecology & Evolution. 3 credits. (Same as BIO 315)
Introduces the ecological principles governing interactions between organisms and their environment and the change of populations and species over time in the process of evolution. This is the cornerstone, population-focused course in the biology major. P. BIO 201; BIO 202; or Instructor's consent.

EVS 333. Environmental Politics And Policy. 3 credits. FA (Same as PLS 333)
An overview of the world's environmental problems from a political perspective. Focuses on the political dynamics that shape environmental policy making. P. So. stdg.

EVS 335. Zoology. 4 credits. FA (Same as BIO 335; Designated Statistical Reasoning course)
Lecture and laboratory study of concepts and principles exemplified by both invertebrates and vertebrates with emphasis on animal diversity, morphology, evolution, and ecological relationships. This course is both lecture and lab. 3R, 3L. P. BIO 201, BIO 202, BIO 205, and BIO 206; Mathematical Reasoning.

EVS 341. Botany. 4 credits. FA (Same as BIO 341; Designated Statistical Reasoning)
Lecture and laboratory study of concepts and principles exemplified by the plant kingdom with emphasis on plant anatomy, development and growth, physiology, and evolution. P. BIO 201 and BIO 202; Mathematical Reasoning.

EVS 353. Environmental Economics. 3 credits. SP (Same as ECO 353)
The application of economic analysis to environmental issues. Emphasis on global environmental problems and policies and environmental problems and policies that are common to all nations. This course is not open to students registered in the Heider College of Business. P. Jr. stdg.

EVS 354. Environmental Ethics. 3 credits. OD (Same as PHL 354)
Critical study of the anthropocentrism-nonanthropocentrism debate and the individualism-holism debate and how they affect each other in the context of the determination of ecological value. If anthropocentrism is in some ways defective, what implications do these defects have for our moral obligations to animals, plants, waters, soil, future generations, species, ecosystems, and the planet? Satisfies Magis Core Designated Ethics. P. Philosophical Ideas course, Ethics course.

EVS 371. Animal Behavior. 3 credits. FA, SU (Same as BIO 371)
Evolutionary aspects of animal behavior, including physical and physiological bases of behavior, social behavior, behavioral ecology and genetics of behavior. 3R. P. BIO 201, BIO 202, BIO 205 and BIO 206.

EVS 372. Animal Behavior Laboratory. 2 credits. SP (Same as BIO 372)
Introduction to animal behavior research methods using structured observations and experiments in laboratory and field settings. P. Mathematical Reasoning course. P or CO: EVS 371 or BIO 371.

EVS 374. Management Of Environmental Risk. 3 credits. OD (Same as MGT 374)
Examination of environmental issues relevant to management decision making. Emphasis on risk analysis related to global/regional and workplace environmental issues. P. Jr. stdg.

EVS 383. Vertebrate Natural History. 3 credits. SP (Same as BIO 383)
Lecture series designed to provide students with a modern overview of vertebrate diversity. Lectures encompass ancestry, major adaptive shifts between classes of vertebrates, geographic distribution based on physiological limits, specialized feeding and locomotor modes, courtship patterns, reproductive strategies, and conservation issues. P. BIO 201, BIO 202, BIO 205, and BIO 206.

EVS 384. Vertebrate Natural History Laboratory. 1 credit. SP (Same as BIO 384)
Laboratory exercises that will provide experience in the following areas: dissection of representatives of each major vertebrate class with emphasis on the diagnostic differences between groups; identification and preservation of vertebrate specimens. Field trips are available on a limited basis. 3L. P. BIO 201, BIO 202, BIO 205, and BIO 206.

EVS 396. Food for Thought: Sustainability, Food, and Communication. 3 credits. (Same as COM 396)
This course explores communication about food and sustainability, focusing on subtopics such as food justice, agriculture, food waste, media representations, cultural identity, and eating meat. As is appropriate for understanding contemporary food systems and practices, the course takes an international approach, examining foodways from around the world. Additionally, the course draws from a variety of disciplines including communication studies, business and marketing, psychology, sociolinguistics, and sustainability studies. Satisfies Magis Core: Doing Social Science. P. Understanding Social Science Course.

EVS 415. Evolution. 3 credits. SP (Same as BIO 415)
A comprehensive introduction to the fundamental paradigm of modern Biology. Topics include the origin and history of life; historical development of evolutionary theory; genetic basis of evolution; evolutionary mechanisms; organismal diversity, speciation and phylogenetic methods of analysis; evolutionary aspects of biological subdisciplines; and selected special topics. P. BIO 201, BIO 202.

EVS 420. Environment & Society: Sociological Perspectives. 3 credits. (Same as SOC/ANT 420)
Human societies interact with the natural environments in which they are embedded. An examination of the driving economic, political, cultural, and demographic forces that cause human modification of the natural world, the resulting social and environmental problems and public controversies. A focus on movements and policies related to environmental issues, and the prospects for the emergence of more environmentally "sustainable" societies. Prereq: Critical Issues in Human Inquiry; Senior standing.

EVS 424. Sustainability Across the Rural Americas. 3 credits. SP, SU (Same as ANT 424, SOC 424)
This interdisciplinary course studies sustainability and the diverse cultures of rural American peoples by looking at topics such as ethics, environmental resources, economic strategies, public policy and social inequality. This course offers off-campus field observation and ethical reflection assignments and involves students in active collaborative problem-solving research.

EVS 430. Violent Environments and Sustainability. 3 credits. (Intersections course; Same as ANT/SOC/JPS 430)
This course examines environmental violence and sustainability from an interdisciplinary perspective. Using ethnographic cases, we will consider environmental struggles for justice in relation to war, displacement, and political violence. Students will analyze how people resist and transform violence and explore concrete strategies for building a more just and sustainable world. Prereq: Critical Issues in Human Inquiry.

EVS 439. Parasitology. 0-4 credits.
Lecture and laboratory study of protozoan, helminth, and arthropod parasites with emphasis on their morphology, taxonomy, life histories, and host/parasite relationships. Includes parasites of medical and ecological importance. P. Any 300 or higher level BIO course, Mathematical Reasoning course, Ethics course.

EVS 443. Environmental Geology. 4 credits. AY, FA (Same as ATS 443)
An introduction to physical geology designed for environmental science majors. Topics include an examination of rock types, evolution and geological times, soil development and processes, earthquakes and global tectonics. In-class laboratories will be devoted to identification of rock types, soil analysis, and determination of fossil types. P. So. stdg. or IC.

EVS 449. Animal Physiology. 3 credits.
A study of the functions of animals from the cellular to the organ-systems level with emphasis on vertebrate systems physiology. 3R, 3L. P. BIO 202/BIO 206 and BIO 201/BIO 205; Jr. stdg.

EVS 452. Microbiology. 3 credits. (Same as BIO 452)
Microbiology is designed to provide an overview of the structure, metabolism, physiology, ecology, and interactions of prokaryotic and eukaryotic microorganisms. Among the organisms and acellular entities to be considered are bacteria, archaea, fungi, protists, helminths, and viruses. Most of these organisms are too small to be seen with the human eye and so are studied through a combination of microscopic, growth, and molecular techniques. While some microorganisms are pathogenic and cause important diseases of humans, animals, and plants, most are not. Rather, many microbes play a positive role in the cycling of carbon, nitrogen, and other nutrients within the global ecosystem and have beneficial effects on the other living organisms with which they are associated. P. Two of the following: BIO 317, BIO 362, CHM 371, CHM 383 or IC.

EVS 453. Microbiology Lab. 1 credit.
Microbiology is the study of organisms too small to be seen with the naked eye. Despite their small size, these organisms are ubiquitous and play important roles in human health, industry, and the functioning of ecosystems. This course is designed to cover a wide range of material in laboratory exercises, introducing students to a breadth of microbial diversity and physiology, as well as the basic techniques used in microbiology. P. Mathematical Reasoning; P or CO: BIO 452.

EVS 454. Environmental Philosophy. 3 credits. (Same as PHL 454)
Examination of a variety of theoretical approaches to philosophical issues concerning individual organisms, species, ecosystems, and the biosphere. Aesthetic, axiological, epistemological, and ontological issues may be addressed. P. Philosophical Ideas course.

EVS 455. Food, Society and Environment. 3 credits. SP (Same as ANT 455, SOC 455)
Access to food is a universal basic human need. This course considers the social and cultural significance of food, the ecological implications of producing it, and social justice issues that surround its distribution from several disciplinary perspectives. P. Sr. stdg.

EVS 459. Environmental Communication. 3 credits. (Same as COM 459)
Our communication about the natural world both interprets and defines it. We experience and understand the natural world through communication, through different channels, and through discourses that have evolved over time. This course interrogates this communication as well as the underlying assumptions that ground such communication. ln doing so, we will evaluate the social construction of the environment and environmental issues through media and other communication processes. This will allow us an opportunity to recognize how dominant discourses shape individual and societal choices. Satisfies Magis Core Doing Social Science, Designated Written Communication course. P. Understanding Social Science; Contemporary Composition.

EVS 461. Entomology. 4 credits. FA (Same as BIO 461)
Lecture and laboratory study of insect biology with emphasis on the major insect groups. Anatomy, physiology, and behavior of insects and their ecological, agricultural, and medical importance. This course includes both lecture and lab. 3R, 3L. P. BIO 201, BIO 202, BIO 205, and BIO 206.

EVS 470. Making Maps that Matter: Introduction to Geographic Information Systems. 4 credits. (Same as AMS/ANT/CRJ/SOC 470)
Geographic Information Systems-or GIS-refers to the technology used to store, edit, analyze, and present geographic data. This course will introduce students to both the technical and conceptual sides of making maps that matter. Weekly labs will teach the technical skills necessary for using geographic data to create maps. In addition to the technical skills, students will lead weekly book club and "mappy hour" discussions that will foster critical thinking about how GIS and maps are used in society. These readings will emphasize the importance of place and space to a range of contemporary social and environmental issues including poverty, pollution, crime, and racial injustice. Students will apply what they've learned in a semester-long mapping project to raise awareness about a social or environmental problem in a place of their choosing. P. SOC 212.

EVS 471. Conservation Biology. 3 credits.
Introduction to the science of biodiversity preservation. Relevant principles of ecology, population genetics, and behavioral biology; aspects of biodiversity, threats to biodiversity and strategies for limiting them; protected area design and management; ecological economics, environmental ethics, sustainable development, and the interplay between human needs and biodiversity preservation. P. BIO 201, 202, 205, 206, or IC.

EVS 476. National Parks - Created through Communication. 3 credits. (Same as COM 476, Magis Core Intersections)
This course will focus on how environmental communication impacts our experiences in national parks and has consequences for US national identity. This course will investigate how communication about national parks reveals historical tensions and power struggles. Additionally, it will give students a chance to study communication within national parks in situ so that they will better understand how communication in these setting operates. Satisfies Magis Intersections course. P. Critical Issues in Human Inquiry; Senior standing.

EVS 480. Internship In Environmental Sciences. 1-3 credits. FA, SP, SU
An internship designed for students interested in working in an environmental setting in the public or private sector. Students may register for three hours credit for 60 hours of work. Before registering for the internship, students should consult with the director of the EVS program. The internship may be taken for a maximum of six hours. Credit does not count toward a specialization area of the Environmental Science degree. P. DC.

EVS 481. Terrestrial Ecology. 4 credits. FA (Same as BIO 481)
Introduction to the interactions of organisms and the environment, especially the biology of populations, communities, and ecosystems. Individual adaptations, the nature of the environment, population dynamics, and community organization are stressed. Laboratory exercises include field trips to terrestrial habitats. 3R, 3L. P. BIO 201, BIO 202, BIO 205 and BIO 206; Mathematical Reasoning.

EVS 483. History of Environmental Inequalities. 3 credits. (Same as BIO 483)
This course explores the connections between environmental change and human inequality from the early modern period until today. It reaches across local and global scales, drawing on local case studies to emphasize global historical themes such as the roles of colonialism, segregation, and economic vulnerability. This service-learning course will introduce students to a variety of theoretical tools to understand environmental justice and explore their implications on the ground. Student will use these tools and experiences to better interrogate their own social and environmental position. P. Critical Issues in Human Inquiry course; senior standing.

EVS 485. Aquatic Ecology. 3 credits. SP (Same as BIO 485)
An introduction to the community structure, biological production, and physical and chemical properties of aquatic ecosystems. The major features of water columns, benthic substrates, and lotic zones will be reviewed and compared. P. BIO 201, BIO 202, BIO 205 and BIO 206.

EVS 486. Freshwater Ecology Laboratory. 2 credits. SP (Same as BIO 486)
Introduction to methods for analyzing lake, stream, and wetland habitats. Exercises will examine physical and chemical properties, biological production and food chains, and water quality of freshwater ecosystems. P or CO: EVS 485.

EVS 487. Marine Ecology Laboratory. 2 credits. SP (Same as BIO 487)
Direct observation of marine coastal habitats (reefs, sea grass beds, mangrove forests, rocky intertidal zones, and offshore waters) at Roatan Island, Honduras. Exercises in the field and campus laboratory sessions will examine physical and chemical properties; marine organisms and community structure and productivity of marine ecosystems. CO: EVS 485 or IC; P. BIO 201/BIO 205 and BIO 202/BIO 206.

EVS 488. Global Environmental History. 3 credits. (Same as HIS 488)
What has been humanity's role in changing the face of the earth? What part has the environment played in shaping human history? These questions drive the study of environmental history. They also frame ongoing academic and political discussions about the consequences of human interactions with the natural environment -issues that have recently achieved public attention in the context of the "Anthropocene" debate. Have humans become a force of geological significance? This course surveys the history of humanity's ever-changing relationship with nature, from fire-wielding hunter-gatherers to modern consumer society. It focuses on four potential "golden spikes" that may mark the beginning of the Anthropocene as a framework for understanding global environmental history. This course emphasizes new global perspectives on environmental history and focuses on themes such as agro-ecology, invasion, sustainability, energy, urbanization, and empire. It will also introduce students to the diverse methods of investigating our environmental past including documentary and material sources, natural archives, and geospatial analysis. Satisfies Magis Designated Oral Communication; Designated Written Communications; Magis Intersections. P. Critical Issues in Human Inquiry; Contemporary Composition; Oral Communication; Ethics; Senior standing.

EVS 490. Senior Seminar:Discussion. 1 credit.
The Senior Seminar: Discussion is required of all EVS and SUS students as the first of two capstone courses. The course provides an opportunity for students to interact with natural and social scientists as well as others engaged in environmental research, policy, and practice. Students will learn about the fields of interest of peers and hear from others working in environment-related fields.

EVS 491. Senior Seminar. 2 credits. FA, SP (Same as SUS 491)
This course is the capstone course required for all Environmental Science and Sustainability majors. Each student will design and deliver a professional presentation on an environmental topic agreed upon by the student and faculty seminar coordinator(s). If time allows, seminars may also be given by invited, outside speakers. The course provides an opportunity for students to interact with natural and social scientists as well as others engaged in environmental research, policy, and practice. Students will learn about the fields of interest of peers and hear from others working in environment-related fields. P. Oral Communication.

EVS 493. Directed Independent Readings. 0-3 credits. FA, SP, SU
Assigned readings in the student's area of interest. Course is only an addition to and not a substitution for any portion of the major requirement. May be repeated to a limit of six hours. P. Jr. stdg.; IC.

EVS 495. Directed Independent Study. 0-3 credits. FA, SP, SU
A program of independent study with emphasis on activities other than laboratory or field research. (Examples include library research or special course attendance). Course is only an addition to and not a substitution for any portion of the major requirement. May be repeated to a limit of six hours. P. Jr. stdg.; IC.

EVS 497. Directed Independent Research. 0-3 credits. FA, SP, SU
A program of independent study with emphasis on laboratory or field research. Course is only an addition to and not a substitution for any portion of the major requirement. May be repeated to a limit of six hours. P. Jr. stdg.; IC.

EVS 506. Environmental Chemistry and Natural Resources. 3 credits. OD (Same as CHM 506)
The nature, identification, and quantitative determination of air and water pollutants. Study of natural resources and energy production. Topics covered include the atmosphere, ozone, the troposphere, natural water, acid rain, drinking water, metals, organochlorine compounds and waste management. P. CHM 205.

EVS 533. Physical Climatology and Climate Change. 3 credits. FA (Same as ATS 533)
This course stresses the theories and models of natural climate change and of that induced by human beings. The ethical issues of inadvertent and planned change of climate by humans will be raised. Major topics include effects of CO2 warming (greenhouse effect), ozone depletion; human-induced desertification; acid rain; urban microclimates. Methods of monitoring these systems will be stressed relative to an increased world-wide need to limit or prevent human-induced climate changes.

EVS 539. Ecology of Zoonotic Diseases. 3 credits. (Same as BIO 539)
Over the past few decades there has been a resurgence of zoonotic diseases such as SARS and Avian Influenza. Why do zoonotic diseases emerge, and what factors lead to epidemics? This course will address these questions, and apply an ecological approach to an understanding of epidemiology in human, livestock, and wildlife populations. P. One of the following: BIO 432 or BIO 481; Contemporary Composition; Oral Communication; Senior standing or IC.

EVS 541. Special Topics in Plant Biology. 3 credits. (Same as BIO 541)
This course focuses on historical and current questions in plant biology. Students will explore the evolution, function, and development of plants from the genetic, cellular, and organismal perspective. Specific topics may include hormone function, plant responses to stimuli, the evolution of plant structures, and plant reproductive strategies. 3R. P. BIO 201, BIO 202, BIO 205 and BIO 206; Contemporary Composition; Oral Communication; Senior standing or IC.

EVS 545. Plant Diversity and Evolution. 4 credits. (Same as BIO 545)
Lecture and laboratory of the diversity, morphology, and evolution of fossil and living plants. Topics emphasized include the origin of land plants, plant life cycles, evolution of the vascular cylinder, leaf, seed and flower, and the origin of flowering plants. P. BIO 201, BIO 202, BIO 205, and BIO 206; Contemporary Composition; Oral Communication; Senior standing or IC.

EVS 549. Environmental Physiology. 3 credits. FA (Same as BIO 549)
Impact of environmental changes and environmental extremes on animals and their physiological mechanisms. Examines primarily vertebrates and their responses to variations in temperature, pressure, and salinity. Basic physiological principles associated with each adaptive response covered in lecture and reading assignments. P. EVS 335/BIO 335, BIO 383, BIO 433 or BIO 449.

EVS 580. Current Topics in Ecology. 3 credits. (Same as BIO 580)
The focus of this course will be advanced topics in ecology, with an emphasis on the concepts and current approaches in ecosystem ecology. Primary literature will serve as a key resource for students. The structure and function of several model ecosystems will be explored in detail, with particular attention to the concepts of biodiversity, productivity, decomposition and nutrient cycling. In addition, the degree of human alteration of ecosystem structure and function as well as consequences for global ecological processes will be presented. P. EVS 390, 481, 485 or BIO 390; Contemporary Composition; Oral Communication.

EVS 581. Evolution. 4 credits. FA, SU (Same as BIO 581)
Lectures and discussion designed to provide junior and senior students with a broad understanding of the science of evolutionary biology. Organized in three parts, each takes a chronological approach: (A) evolutionary theory, (B) mechanisms of evolution, (C) the implications and consequences of theory and mechanism; and as part of both the lecture and laboratory experience in (C, above) topics in evolutionary medicine will be covered. Laboratory sessions include computer modeling exercises to illustrate the mechanisms of evolutionary changes, an excellent film series, discussion opportunities designated to explore in more depth questions and topics associated with speciation, biodiversity and human evolution as well as a review session prior to each exam. 3R, 3L. P. One upper-division BIO course or Jr. stdg.

EXS 111. Fundamentals of Human Anatomy. 4 credits. FA, SP, SU
A general survey course to provide nursing and other pre-professional students with a basic knowledge of human anatomy. Lecture topics range from anatomical terminology to comprehensive overviews of the individual organ systems, including aspects of gross anatomy, histology, and neuroanatomy. 4R. P. Nursing major or Instructor Consent.

EXS 112. Fundamentals of Human Physiology. 4 credits. FA, SP, SU
This is a general survey course to provide nursing and other pre-health professional students with a basic knowledge of the function of the human body. Essential principles of human physiology are presented including basic chemistry, cell and tissue studies, and a general overview of the body systems. Satisfies Magis Core: Understanding Natural Science. P. Mathematical Reasoning.

EXS 125. First Aid. 2 credits. FA, OD, SP
American Red Cross First Aid and CPR/AED Professional Rescuers and Healthcare Certifications may be earned. Emphasis on recognizing an emergency and providing care until professional medical help arrives. Students should expect to pay an additional fee for first aid supplies and Red Cross Certification fee.

EXS 142. Weight Training and Program Design. 1 credit. FA, SP
Applied principles, techniques and participation in weight training activity for healthy populations. Lecture topics include explanations of the major muscle groups, safety issues, proper lift technique, and introduction to basic program design for improving muscular strength, hypertrophy, muscular endurance, and flexibility.

EXS 144. Aerobic Conditioning and Group Fitness. 2 credits. FA, SP
An introduction to fitness concepts and basic program design to promote cardiovascular fitness, flexibility, and muscular endurance for life through a variety of group exercise programs. Includes participation and instruction in high and low impact aerobic training, kickboxing, circuit and interval training, and other popular methods of group fitness training. Students lead a fitness class as part of course requirements.

EXS 150. Beginning Pickleball. 1 credit. FA, SP
This course introduces students to instructional techniques, analysis, demonstration, and practice in the basic skills of pickleball. Students will also learn the rules of the game, scoring, selection and care of equipment, and basis court strategy.

EXS 151. Beginning Tennis. 1 credit. FA, SP
Instructional techniques, analysis, demonstration, and practice in the basic skills of tennis. Includes rules, selection and care of equipment, strategy on the court.

EXS 152. Intermediate Tennis. 1 credit. OD
Instructional techniques, analysis, demonstration, and practice in the intermediate skills of tennis. Some advanced strategies and skills. P. EXS 151 or IC.

EXS 161. Life Skills for Student Athletes. 1 credit. FA, SP
This course is designed to educate NCAA Division I student-athletes in the dynamics of intercollegiate athletics through participation in all aspects of their respective sport, including conditioning, team drills and activities, academic enrichment, community service, and life skills training. Graded Satisfactory/Unsatisfactory. Can be taken for up to a maximum of 4 credits.

EXS 190. Introduction to Jiu-Jitsu. 2 credits. FA, OD, SP
Students will be instructed in Jiu-Jitsu techniques that can be utilized for both sport and self-defense. The course incorporates both offensive and defensive movements with a focus on control and position. This is an introductory course with emphasis placed upon skill development and not direct physical contact itself. The class is appropriate for individuals with no prior Jiu-Jitsu or martial arts experience.

EXS 195. Introduction To Athletic Training. 3 credits. FA, SP
Cognitive and practical experiences designed to introduce basic athletic training principles and skills to students entering the field of sports medicine and other health care careers.

EXS 240. Foundations of Fitness and Wellness. 3 credits. FA, SP
This course provides an overview of exercise physiology, nutrition, biomechanics, sociocultural aspects of sport and exercise and other related topics, including career opportunities related to Exercise Science. Students are also introduced to fitness and wellness related concepts, activities, and skills necessary to evaluate personal fitness and develop a lifelong fitness program. Includes two lectures and two laboratories per week.

EXS 305. Therapeutic Modalities. 3 credits. OD
Introduces physiological principles, concepts, and operational procedures of therapeutic modalities such as cryotherapy, hydrotherapy, and mechanical therapy as they relate to the care and treatment of injuries. P. EXS 320, EXS 331 or Instructor consent.

EXS 306. Therapeutic Exercise. 3 credits. OD
The purpose of this course is to introduce students to the basic principles of rehabilitation and specific therapeutic exercise techniques as they relate to the care of the physically active. Special emphasis will be placed upon the practical use of these principles and techniques in laboratory settings and in the collegiate athletic training room setting in conjunction with practical experience. P. EXS 331.

EXS 310. Practicum in Exercise Science. 1 credit. FA, SP
Provides students with opportunities to enhance professional growth as laboratory teaching assistants or through practical work experience in areas such as athletic training, fitness testing, personal training, strength and conditioning, and wellness programming with professionals affiliated with Creighton University. May be repeated three times. P. EXS major, Jr. stdg. and IC.

EXS 320. Human Physiology. 4 credits. FA, SP, SU
An undergraduate human physiology course providing detailed coverage on the normal function of the human organ systems, while also incorporating discussion on physiological changes during physical activity and certain diseases. Information is presented from the cellular level to the entire organism. Lecture, Lab course. P. Understanding Natural Science; BIO 201/BIO 205, BIO 202/BIO 206, CHM 203/CHM 204 and CHM 205/CHM 206; EXS major or IC.

EXS 331. Human Anatomy. 4 credits. FA, SP, SU
Provides students with a basic knowledge of the structure and function of the human body. Lecture topics range from anatomical terminology to comprehensive overviews of the individual systems. Dissected cadaver specimens and anatomical models are used as learning aids. Lecture/Lab course. P. Grade of C or better in BIO 201, BIO 202, BIO, 205, BIO 206, CHM 203, CHM 204, CHM 205, and CHM 206; EXS Major, or IC.

EXS 334. Biomechanics. 4 credits. FA, SP
Introduction to the biomechanics of human movement. Study of the musculo-skeletal system with special emphasis on the application of physical laws and principles that govern movement of the body. Lecture/Lab course. P. EXS 331, EXS major, or IC.

EXS 335. Exercise Physiology. 4 credits. FA, SP
Study of the major physiological systems in the body and their response to acute and chronic exercise. Students will be introduced to laboratory techniques to assess body composition anaerobic power and cardiovascular fitness. P. BIO 202/BIO 206 or BIO 201/BIO 205; CHM 203/CHM 204 or CHM 205/CHM 206, EXS 240 and EXS 320 or IC; EXS major.

EXS 391. Career Preparation and Professionalism. 3 credits. FA, SP (Magis Designated Oral Communication)
In this course students develop techniques and strategies for identifying professional fields of interest, assessing marketable skills, building a personal brand, setting goals, and developing a network of contacts, writing resumes, cover letter, and other means of communication used in the search process for employment or admission into advanced programs of study. Students deliver oral presentations and participate in professional interviews with the goal of achieving their career objectives. Magis designated Oral Communication course. P. Oral Communications; EXS major; Junior or Senior standing.

EXS 395. Lower Body Evaluation. 3 credits. OD
The study of the evaluation, assessment, and recognition of injuries involving the lower body. Uses knowledge of regional anatomy to assist with learning specific evaluation techniques. P. EXS 331.

EXS 396. Upper Body Evaluation. 3 credits. OD
The study of the evaluation, assessment and recognition of injuries involving the upper body. Uses knowledge of regional anatomy to assist with learning specific evaluation techniques. P. EXS 331.

EXS 401. Exercise Prescription. 3 credits. FA, SP
Case studies, preliminary health screening, risk stratification, fitness evaluations, and the design of exercise prescriptions for both general and special populations. Lecture topics include acute and chronic physiological responses to exercise, cardiorespiratory responses, resistance training, weight management, coronary heart disease and an introduction to metabolic equations and caloric expenditure. P. EXS 142, EXS 144, EXS 331, EXS 335; EXS Major or IC.

EXS 407. Basic Statistics and Research Design. 3 credits. FA, SP (Magis: Do Soc Sci; Ethics, Oral Com, Stat Reasoning)
Designed to develop skills to read and interpret research reports effectively. Principles of experimental research design utilized in exercise science will be discussed. General statistical concepts will be introduced, including central tendency, variance, correlation, regression, and means comparison. Students will develop a research proposal and presentation based on a topic in exercise science or related field. Satisfies Magis Core Doing Social Science, Designated Ethics, Oral Communication, and Statistical Reasoning course. P. Understanding Social Science; Ethics; Mathematical Reasoning; Oral Communication; EXS majors; or IC.

EXS 420. Essentials of Strength and Conditioning. 3 credits. SP
Theory and practice of designing and administering strength training and conditioning programs for athletes and non-athletes, including special populations. Course content from exercise physiology, anatomy, biomechanics, nutrition and exercise prescription is used in the formulation of programs; instruction of strength training exercises is provided. P. EXS 142, EXS 331, EXS 335, EXS major or IC.

EXS 450. Nutrition Health&Sports Perfor. 3 credits. FA, SP, SU
Considerable information is provided regarding the six classes of nutrients. Lectures focus on applying knowledge in nutrition into a framework upon which performance and conditioning strategies can be based or from which recommendations can be made for health enhancement. Satisfies Magis Designated Coral Communication, Designated Technology, and Designated Written Communication. P. Contemporary Composition; Oral Communication; EXS 335, EXS 407, EXS major or IC.

EXS 489. Laboratory Methods and Procedures. 0-4 credits. FA, SP
Course designed to develop practical skills and knowledge in laboratory technique, procedures, protocols and exercise prescription in the areas of cardiorespiratory fitness, body composition, muscular fitness, flexibility and basic EKG interpretation. Additional laboratory testing will be required outside of regular class time. Lecture/Lab course. P or CO: EXS 401, EXS major or IC, and current CPR/AED certification.

EXS 492. Exercise Science Internship. 1-4 credits. FA, SP, SU
All EXS majors must complete 2 credit hours of internship to meet graduation requirements. The internship is an apprenticeship experience that provides students an opportunity to apply their knowledge and skills obtained in the classroom to a professional environment and receive on-site training in a career of their choice. One credit of internship corresponds to 50 hours of internship site experience. The department internship coordinator assists in identifying and securing an appropriate internship site and with all necessary paperwork and documentation. May be repeated to a limit of 4 credits. P. EXS 391 and IC.

EXS 493. Directed Independent Readings. 1-4 credits. OD
This course provides an opportunity to participate in independent readings or literature review in Exercise Science as directed by a faculty mentor. May be repeated to a limit of four credits. P. Jr. stdg.; EXS Major; IC.

EXS 495. Directed Independent Study. 1-4 credits. OD
In depth study of special topics pursued independently or in small groups under the direction of a faculty mentor. May be repeated to a limit of four credits. P. Jr. stdg.; EXS major; IC.

EXS 497. Directed Independent Research. 0-4 credits. FA, OD, SP
Designed to provide students with the knowledge and skills necessary for conducting research in Exercise Science including review of literature, study design, subject recruitment, data collection, statistical analysis, and manuscript and/or poster presentation. Students may be required to complete university training in research ethics and education, and HIPAA requirements. May be repeated to a limit of 4 credits. P. Jr. stdg; EXS Major; or IC.

EXS 534. Neuromechanics of Human Movement. 3 credits. FA, SP
This course integrates neurophysiology, physics, and biomechanics to explore how the nervous systems controls the actions of skeletal muscles to produce human movement. P. PHY 201, PHY 205, EXS 331; or IC.

EXS 535. Applied Immunology. 3 credits. FA
An integrative approach toward understanding how immune function is altered in response to exercise and other stressors. The course will examine the fundamental principles of immunology from an applied, or human perspective. The current literature will serve as source material for study and discussion. P. BIO 202/206 and either EXS 320 or BIO 449 or IC.

FPA 101. Scheerer Scholars in the Arts Seminar. 0 credits.
The Scheerer Scholars represent a commitment to the arts as a vehicle for empowerment and social justice. Through research methods and studio art practice these scholars will incite civic partnerships, activism and scholarly research. Enrolled students are selected through an application process. Graded Satisfactory/Unsatisfactory.

FPA 358. Business of the Arts. 3 credits.
Business of the Arts will explore the business and administrative models, theories, and practices that are used by individual artists and cultural organizations. Students will learn a framework to analyze artistic programs, define successful outcomes, and explore methods for community engagement. The goal is to provide students with skills to connect artistic endeavors with the broader community and effectively communicate the impact and importance of the arts. P. One Mathematical Reasoning course.

FRN 109. Beginning French for Daily Life I: Online Lab. 1 credit.
The online lab accompanies Beginning French for Daily Life I, which focuses on acquiring essential elements for basic communication and developing practical language skills. In this co-requisite course, students apply their emerging language skills by completing online reading, writing, listening, grammatical, and cultural activities to accompany classroom content. Note: This course is graded Satisfactory/Unsatisfactory. CO: FRN 111.

FRN 110. Beginning French for Daily Life II: Online Lab. 1 credit.
The online lab accompanies Beginning French for Daily Life II, which focuses on acquiring essential elements for basic communication and developing practical language skills. In this co-requisite course, students apply their emerging language skills by completing online reading, writing, listening, grammatical, and cultural activities to accompany classroom content. NOTE: This course is graded Satisfactory/Unsatisfactory. P. FRN 109 or placement; CO: FRN 112.

FRN 111. Beginning French for Daily Life I. 3 credits.
This course introduces students to the language by focusing on the acquisition of essential elements for basic communication and development of the practical language skills (listening, speaking, reading, and writing) for communicating in daily life situations, as well as providing a broader awareness of and appreciation for the cultures of the countries where French is spoken. CO: FRN 109.

FRN 112. Beginning French for Daily Life II. 3 credits.
This course continues to develop the language-learning process by focusing on the acquisition of essential elements for basic communication and development of the practical language skills (listening, speaking, reading, and writing) for communicating in daily life situations, as well as providing a broader awareness of and appreciation for the cultures of the countries where French is spoken. P. FRN 111 or placement; CO: FRN 110.

FRN 170. Pardon My French! Colonialism, Imperialism, and the Francophone World. 3 credits.
This course introduces students to cultural issues that have defined the French-speaking world, utilizing the lens of colonialism and imperialism. We will discuss important political, linguistic, artistic, and literary topics across Francophone communities, with the goal of challenging our understanding of the worldwide influence of French language and culture. Magis Core: Critical Issues in Human Inquiry. CO: Oral Communication, COM 101.

FRN 225. Intermediate French. 3 credits.
This course is designed to help students make the transition to natural communication and develop the language-learning process by focusing on the expansion of necessary elements for development of the practical language skills (listening, speaking, reading, and writing) by using cultural and literary readings as well as grammatical exercises. It also provides a broader awareness of and appreciation for the cultures of the countries where French is spoken. P. FRN 112 or equivalent.

FRN 230. Lost in Translation: Colonialism, Imperialism, Legacy, and the Francophone World. 3 credits.
This course draws upon the human experience of the Francophone world through its literature. Special attention will be given to how these experiences are contextualized by colonialism, imperialism, and its legacy. Additional themes may include: racism, nationalism, religion, and/or economic dependency. This course is taught in English. P. Critical Issues in Human Inquiry course; Magis Communication course.

FRN 311. Advanced French I. 3 credits. FA
Development of refined accurate expression in speaking and writing French. P. FRN 225 or equivalent.

FRN 312. Advanced French II. 3 credits. SP
Development of refined accurate expression in speaking and writing French. P. FRN 225 or equivalent.

FRN 314. Business French Communication. 3 credits.
Course focuses on the study of the language and the cultural context specific to business communication in French. P. FRN 311 or FRN 312 or IC.

FRN 335. French Conversation. 1-3 credits.
This course is designed to improve the speaking and understanding skills of the students through practical exercises. Course may be repeated for a maximum of three credits. P. FRN 225 or IC.

FRN 410. Introduction to Translation. 3 credits. (Magis Designations: Ethics, Written Communication)
This course will introduce students to the practice and techniques of translation. Students will translate a variety of texts from French to English and vice versa and will gain a better understanding of the process of translating and editing work in both languages. Satisfies Magis Designations: Ethics, Written Communication. P. Ethics, Contemporary Composition, FRN 311 or 312.

FRN 411. Advanced Spoken French. 3 credits.
Review of practical structures, building of a practical vocabulary, exercises designed to develop the ability to understand and express oneself orally in French. Magis Designations: Oral Communication, Technology, and Written Communication. P. Oral Communication, Contemporary Composition, FRN 311 or FRN 312.

FRN 412. Advanced Written French. 3 credits.
Review of structures, used in written French, vocabulary enhancement, translation techniques, introduction to practical stylistics, exercises designed to develop clear expression in written French. P. FRN 311 or FRN 312 or IC.

FRN 415. Le Québec: sa langue et sa culture. 3 credits.
This course is designed to broaden the student's awareness and understanding of the Francophone world and culture, specifically of Quebec, Canada. Through daily interaction with families, students, and local inhabitants of Montreal, students will observe and reflect on cultural and linguistic differences and compare those differences with their country and language of origin.

FRN 497. Directed Independent Research. 0-3 credits.
This course offers the students the opportunity to work with faculty guidance on a topic related to French and Francophone Studies chosen in consultation between the faculty member and the student P. IC only. Repeatable up to 6 hours.

FRN 499. French and Francophone Studies Minor Degree Portfolio. 0 credits.
This course is a degree requirement designed for students to upload final portfolios to complete the French and Francophone Studies Minor. Students will demonstrate a developmental knowledge of French needed for a working level of communication in speaking, listening, reading, and writing in addition to demonstrating cultural knowledge. P. FRN 225.

FRN 522. French Civilization Before The French Revolution. 3 credits. FA
Study of the history, philosophical movements, and general cultural developments in France from the earliest times until 1789. P. FRN 311 or FRN 312 or IC.

FRN 524. French Civilization After The French Revolution. 3 credits. FA
Study of the history, philosophical movements, and general cultural developments in France from 1789 to the present time. P. FRN 311 or FRN 312 or IC.

FRN 525. Paris, Ville Du Monde (Paris, City Of The World). 3 credits. SU
A travel course designed to offer the novice a comprehensive introduction to the city of Paris. More advanced students will have the opportunity to concentrate on a particular topic of interest while building upon prior knowledge. P. IC only.

FRN 530. Introduction to Literary Analysis. 3 credits. FA
This course is designed to prepare students for upper-level French and Francophone literature courses with a focus on methods used for the interpretation of literary texts through critical and imaginative readings of poetry, theater, and prose. It thus offers a survey of the major genres, styles, and periods of French and Francophone literature. In conjunction with this exposure to important texts, students will develop the critical skills necessary for textual interpretation. P. FRN 311 or FRN 312 or IC.

FRN 550. La litterature francophone africaine. 3 credits.
A survey of major classic and contemporary works by writers from Francophone Sub-Saharan Africa. Special emphasis is placed on the relationship between history/society and literature, tradition and modernity, colonization and decolonization. P. FRN 311 or FRN 312 or IC.

FRN 551. Women Writers In French And Francophone Literature. 3 credits.
This course offers students the opportunity to read a wide variety of texts written by women in French across the centuries as well as to consider the notion of "ecriture feminine" (feminine writing). Students will explore how women have represented women and gender in French and Francophone literature through the specific lens of French feminist theory. P. One 300-level FRN course or IC.

FRN 554. Le Roman francais. 3 credits. OD
Students will study the evolution of the French Novel, gaining awareness and understanding of the major personalities, events, ideas, and institutions that have shaped the French novel from Medieval times to the mid-20th Century. Refinement of advanced language skills: speaking, writing, reading, and listening. P. FRN 311 or FRN 312 or IC.

FRN 557. French Poetry. 3 credits. FA
Close examination and study of selected works from the Middle Ages to the present. P. FRN 311 or FRN 312 or IC.

FRN 564. History of the French Language. 3 credits. OD
The development of the French language; general linguistic principles, the Celtic substrata, the Latin base, the various substrata, from the earliest to modern times. P. FRN 311 or FRN 312 or IC.

FRN 566. History of the Romance Languages. 3 credits.
The development of the Romance Languages from the earliest to the modern times; the introduction to general linguistic principles; the presentation of the substrata, the Latin base and the superstrata of the Romance languages from the earliest to modern times. P. FRN 225 or Instructor consent.

FRN 572. French Cinema. 3 credits. OD
This course is a survey of French cinema. Students will screen, study, and discuss a selection of significant films in chronological order from the works of the Lumiere Brothers through contemporary productions. Historical, aesthetic, and technical aspects of cinematography will be discussed.

FRN 575. Directed Independent Readings. 1-3 credits.
Designed to meet the special needs of majors in French. Limit of three semester hours. P. IC only.

FRN 595. Special Topics in French and Francophone Literature and Culture. 3 credits.
A consideration of certain themes or issues which serve as an integrated view of French and/or Francophone literature and culture. P. FRN 530.

FRN 598. French and Francophone Studies Major Degree Portfolio. 0 credits.
This course is a degree requirement designed for students to upload final portfolios to complete the French and Francophone Studies Major. Students will demonstrate an advanced knowledge of French needed for a proficient level of communication in speaking, listening, reading, and writing in addition to demonstrating cultural knowledge. P. FRN 225.

GDE 300. Concept Sketch Development. 3 credits.
Concept Sketch Development is designed to allow students to creatively solve multiple design problems but not necessarily take every idea to its final product.

GDE 302. Community Mural Design. 3 credits.
Students learn to design a mural with a community as well as sketching techniques and history of murals.

GDE 324. Digital Foundations. 3 credits. FA, OD, SP, SU
This course teaches the basics of designing graphics and imagery and then how to publish it online using a content management system such as Wordpress.

GDE 361. Game Design I. 3 credits.
Delve into the engaging realm of game design in this foundational course that serves as your gateway to the evolving world of interactive entertainment. Budding game designers, artists, and programmers will explore the multifaceted creative and technical fundamentals that contribute to the development of immersive interactive experiences.

GDE 362. Game Design II. 3 credits.
This course offers a comprehensive exploration of 3D game design, guiding students through fundamental principles and industry-standard tools.Participants gain hands-on experience, developing practical skills and a creative portfolio. Ideal for aspiring game designers, developers, or artists, the course provides a solid foundation for success in the dynamic field of 3D game design. P. GDE 361.

GDE 370. Video and Photo. 3 credits. FA, SP
An introduction to beginning digital video and photography as it relates to journalism. Students will effectively use still and video and other new media forms including the fundamentals of shooting (including composition, lighting, audio, etc) and editing with the goal of effective storytelling, including creating a short mini-documentary.

GDE 374. Video and Filmmaking. 3 credits. FA
Students learn how to shoot, produce and edit digital video short format projects for online and mass media distribution. P. GDE 370 or IC.

GDE 375. Photojournalism. 3 credits. FA
The course introduces photography as a means of reporting the news, including the use of film and/or digital cameras to prepare photographs for print or Web publication.

GDE 380. Graphic Design. 3 credits. FA, SP
This course introduces design using typography, photographs and graphics, which includes both digital and printed matter. Students learn through hands-on computer assignments and critiques. P. GDE 324; Ethics; Mathematical Reasoning.

GDE 381. Graphic Design II. 3 credits. SP
The course uses a variety of computer graphic tools to further develop skills and creativity in illustrating editorial and visual ideas. Students will work with and combine visual elements from photographs and artwork. Course includes on service-learning project of designing for a community organization. P. GDE 380.

GDE 382. Web Design. 3 credits. FA
The course introduces the design of websites, including elements of web layouts, typography, and graphics to create well-designed websites. P. GDE 324 and CSC 121.

GDE 385. Computer Illustration. 3 credits.
Illustrating editorial and visual concepts using the computer. Students will work digitally and combine visual elements from photographs, artwork and various imaging, but will focus on creating original raster and vector illustrations.

GDE 410. Motion Graphics. 3 credits. SP
Learn to create static graphics with the intent on animation. Create typography and motion/moving graphics, including storyboards, web preparation, and preparation for video. Each student will pitch ideas and discuss with class, and participate in critiques in order to improve content and motion graphic projects. Students will learn to quickly develop concepts and explain their ideas via digital concept sketches. P. GDE 380 and GDE 370.

GDE 423. Interaction Design. 3 credits.
This course explores the fundamental technologies of interaction design on the web and in the world. These explorations will be underpinned by the thoughts and theories of leading interaction designers. At the end of this course students will have an understanding of how interaction works, why it works, and what to do when it doesn't work. Students will develop an innate understanding of effective communication in visual and interactive modalities. P. GDE 382.

GDE 424. Typography and Advanced Projects. 3 credits. OD
The course is an intense examination of the use of typography in both historical and modern contexts. Students will learn effective ways to utilize type in a variety of digital and print media, with lectures in aesthetic, strategic and technical use of final projects that will showcase the strategic use of appropriate custom digital and hand-rendered typography. P. GDE 380.

GDE 425. 3D Digital Design. 3 credits. FA
An advanced 3D computer graphics course that creates virtual 3D designs for prototyping on 3D printers or other delivery methods. Students will learn the basics of designing in three dimensional space. P. GDE 324.

GDE 426. Data Visualization. 3 credits. SP (Same as CSC 426)
In today's world we are inundated with data. So much so that is is often overwhelming, confusing, and ultimately meaningless. By combining the principles of art, design, and statistics, Data Visualization teaches the tools and methods to harness that data and make it meaningful. It also enables clear communication and sets up the possibility for deep insights. P. GDE 324 or CSC 121.

GDE 427. Immersive Design. 3 credits.
This course explores the practice and design of augmented and virtual reality experiences. The goal of this course is to find ways that we can worktogether to use emerging digital augmentation tools to inspire a positive change in the world. Practical methodologies and critical theories are investigated and discussed.

GDE 455. Projects in Communication. 1-3 credits. FA, SP, SU (Same as JRM 455)
Students develop a project in any of the mass media that is approved by a faculty member. The course may be repeated until a maximum of six credit hours has been accrued. Graded Satisfactory/Unsatisfactory. P. IC.

GDE 474. Mini-Documentary Filmmaking. 3 credits. FA (Magis: Designated Technology)
Learn to create mini-documentaries collaboratively as a class on a 15-25 minute documentary project. This course advances all of the concepts begun in the videos classes, but culminates in a professional-level film that can be submitted to student film festivals. Advanced shooting, lighting, audio and editing techniques will be covered. P. GDE 370 or IC.

GDE 493. Directed Independent Readings. 1-3 credits. FA, SP, SU (Same as JRM 493)
Students work with a faculty member who agrees to supervise the directed independent readings. May be repeated until a maximum of six credit hours has been accrued. P. IC.

GDE 590. Special Topics. 3 credits. OD, SP
This course provides an in-depth examination of one or more current topics in graphic design and media, through a combination of lecture, discussion and student presentations. P. IC.

GDE 599. Senior Capstone. 3 credits. FA
The Graphic Design Senior Capstone course is designed specifically for graphic design majors. All students will create a major design project that integrates and demonstrates the various visual communication skills they have learned over the course of the major. The project will include written proposals and several stages of group presentation and critique. The project will include materials both online and printed, and should have a collaborative component that involves working with either a client or another student on a large scale project. Additionally, students will reflect on their experience in a blog setting, and engage in critical discussion on current professional practices and projects. P. Oral Communication course, Senior standing or IC.

GER 109. Beginning German for Daily Life I: Online Lab. 1 credit.
The online lab accompanies Beginning German for Daily Life I, which focuses on acquiring essential elements for basic communication and developing practical language skills. In this co-requisite course, students apply their emerging language skills by completing online reading, writing, listening, grammatical, and cultural activities to accompany classroom content. This course is graded Satisfactory/Unsatisfactory. CO: GER 111.

GER 110. Beginning German for Daily Life II: Online Lab. 1 credit.
The online lab accompanies Beginning German for Daily Life II, which focuses on acquiring essential elements for basic communication and developing practical language skills. In this co-requisite course, students apply their emerging language skills by completing online reading, writing, listening, grammatical, and cultural activities to accompany classroom content. NOTE: This course is graded Satisfactory/Unsatisfactory. P. GER 109 or placement. CO: GER 112.

GER 111. Beginning German for Daily Life I. 3 credits.
This course introduces students to the language by focusing on the acquisition of essential elements for basic communication and development of the practical language skills (listening, speaking, reading, and writing) for communicating in daily life situations, as well as provides a broader awareness of and appreciation for the cultures of the countries where German is spoken. CO: GER 109.

GER 112. Beginning German for Daily Life II. 3 credits.
This course continues to develop the language-learning process by focusing on the acquisition of essential elements for basic communication and development of the practical language skills (listening, speaking, reading, and writing) for communicating in daily life situations, as well as provides a broader awareness of and appreciation for the cultures of the countries where German is spoken. P. GER 111 or equivalent. CO: GER 110.

GER 170. (Im)Migration and Integration in German-Speaking Countries in the 20th and 21st Centuries. 3 credits.
(Im)migration and integration have a rich history in German-Speaking countries. Students will gain an understanding of the motivation for (im)migration, evaluate and compare those experiences to their own culture, and explore how language and culture affect one's ethnic and national identity and cultural integration. Course is taught in English. Satisfies Magis Critical Issues in Human Inquiry. CO: COM 101.

GER 225. Intermediate German. 3 credits.
This course is designed to help students make the transition to natural communication and develop the language-learning process by focusing on the expansion of necessary elements for development of the practical language skills (listening, speaking, reading, and writing) by using cultural and literary readings as well as grammatical exercises. It also provides a broader awareness of and appreciation for the cultures of the countries where German is spoken. P. GER 112 or equivalent or IC.

GER 230. Explorations: German Literature in Translation: Love/Magic in 19th and 20th Cent German Lit and Film. 3 credits.
This course, taught in English, offers a survey of literary masterpieces from the German-speaking world for the English language reader. The selection emphasizes works of the canon generally included in discussions of Western world literature in a variety of genres (prose, poetry, drama) from the 19th and 20th centuries. Unifying themes are 'love' and 'magic' and the ways in which they represent human experience in its individual, social and cultural dimensions. Authors include Johann Wolfgang von Goethe, Jakob und Wilhelm Grimm, E.T.A. Hoffmann, Sigmund Freud, Franz Kafka, Rainer Maria Rilke, Bertold Brecht and Friedrich Dürrenmatt, and selected early film classics such as "Metropolis" or "Das Cabinet des Dr. Caligari." P. One Magis Core Critical Issues in Human Inquiry course.

GER 303. German Literature and Civilization I: From the Middle Ages to 1871. 3 credits.
This advanced language course offers a survey of German literature and civilization from the Middle Ages to 1871 through discussion of literary and non-literary texts, film, music, art and architecture. Students should gain awareness and understanding of the major personalities, events, ideas and institutions that have shaped German literature and culture. Refinement and expansion of advanced language skills: speaking, writing, reading and listening. The course will be conducted in German. P. GER 225 or equivalent or IC.

GER 304. German Literature and Civilization II: From 1871 to the Present. 3 credits.
This advanced language course offers a survey of German literature and civilization from Wilhelmine Germany to the present through discussion of literary and non-literary texts, film, music, art and architecture. Students should gain awareness and understanding of the major personalities, events, ideas and institutions that have shaped German literature and culture. Refinement and expansion of advanced language skills: speaking, writing, reading and listening. The course will be conducted in German. P. GER 225 or equivalent or IC.

GER 321. German For Business And Economics. 3 credits.
Designed for students who wish to develop specialized language competence in business German and to understand economic and administrative aspects of business practice. P. One 300-level GER course of IC.

GER 328. Studies In Contemporary German Culture: The Last 25 Years. 3 credits.
Students will explore the different expressions of contemporary German culture. Areas of inquiry include, but are not limited to, German Identity, The Berlin Wall, the Other and minorities, geographical and political differences, German print and electronic media, and the New Germany within the New Europe. Students will investigate these topics through the study of literature, film, political documents, print and electronic media, online radio features and television programs, WWW sources published by German organizations and institutions, and the German Government. This course will be taught in German. P. One 300-level GER course or IC.

GER 335. German Conversation. 1-3 credits.
This course is designed to improve the speaking and understanding skills of the students through practical exercises. It will include culturally authentic sources like newspapers, radio broadcasts and television excerpts from Germany. Course may be repeated for a maximum of three credits. P. GER 225 or IC.

GER 401. The European Union. 3 credits. AY (Same as PLS 401)
Review of European co-operation and integration from the Treaty of Rome in 1958 to the present. Analysis of institutions and politics of the European Union. Issues such as currency integration, international trade, environmental and social regulation, admission of new members and movements of people. P. So. stdg.

GER 411. Introduction To German Literature. 3 credits.
Reading and discussion of major authors and their works as well as German literary movements/periods from the Middle Ages to the present. P. One 300-level GER course or IC.

GER 459. Marxism. 3 credits. OD (Same as PHL 459, PLS 459)
In-depth study of the philosophical and political writing of Karl Marx, the historical evolution of Marxism, and its impact on contemporary thought. P. Philosophical Ideas course.

GER 468. Resistance Throughout German History. 3 credits.
This course focuses on identifying power structures of German society and survival strategies employed by marginalized groups throughout Germany's history (For example, the Peasants' war of 7524/25, the "witch" hunts, and the May revolution of 1848, German colonization in Africa and China, the Third Reich, post-war East- and West-Germany, and labor immigration from the 1950s to the 1970s). These historical periods will be examined from the perspectives of marginalized groups like Jews, Afro-Germans, homosexuals, women, "guest workers" and recent immigrants and refugees, among others. Class will be taught in English. P. Critical Issues in Human Inquiry; Senior Standing; Instructor's Consent.

GER 493. Directed Independent Readings. 1-3 credits.
Designed to meet the special needs of majors in German. Limit of three semester hours. P. IC only.

GER 495. Directed Independent Study. 1-3 credits.
For individual students who wish to complete a directed study project that focuses on a topic within the field of German studies. Limit of three semester hours. P. IC only.

GER 497. Directed Independent Research. 0-3 credits.
This course offers the students the opportunity to work with faculty guidance on a topic related to German Studies chosen in consultation between the faculty member and the student. P. IC only. Repeatable up to 6 hours.

GER 499. German Studies Major Degree Portfolio. 0 credits.
This course is a degree requirement designed for students to upload final portfolios to complete the German Studies Minor. Students will demonstrate a developmental knowledge of German needed for a working level of communication in speaking, listening, reading, and writing in addition to demonstrating cultural knowledge. P. GER 225.

GER 525. The New Berlin. 3 credits. SU
Students will explore the culture, history, and politics of Berlin, a city undergoing radical transformation since the fall of the Berlin Wall in 1989 and German unification in 1990. Through walking tours and visits to sites such as the museum at Checkpoint Charlie, the Reichstag, and Alexanderplatz, students learn how the history and culture of the past continue to shape the future of Berlin, the new capital of the Federal Republic of Germany. P. IC.

GER 529. Contemporary German Literature. 3 credits.
Discussion of 20th century German literary movements with special emphasis after 1945. P. One 300-level GER course or IC.

GER 545. German Novelle. 3 credits.
Study of the development and tendencies of the German short novels in the 19th and 20th centuries. P. One 300-level GER course or IC.

GER 568. The Multiplicity of German Culture: Cultural Differences and Marginality. 3 credits. OD
Students will explore the voices of marginalized groups in Germany. A variety of ethical views will be employed to evaluate the strategies used to marginalize or break down marginalization in social contexts. Students will discover how these groups find expression in German society and what strategies they employ for their survival. Students will study German language, literature, and film while gaining a deeper understanding of the existing relationships between Germany's main culture and the cultures of these marginalized groups. This course will be taught in German. P. Oral Communication course; Contemporary Composition course; Ethics course; One 300-level GER course or IC.

GER 572. Reading German Films. 3 credits. OD
This course offers an introduction to the film analysis and 80 years of filmmaking in Germany. Films from the Weimar Republic to the 21st century are screened and discussed within the context of cultural and political history. The selected films, which range from silent movies to recent works by some of the world's most influential directors, present a broad spectrum of aesthetic and political perspectives that include Expressionism, Nazi propaganda, and post-unification social criticism. P. One 300-level GER course or IC.

GER 598. German Studies Major Degree Portfolio. 0 credits.
This course is a degree requirement designed for students to upload final portfolios to complete the German Studies Major. Students will demonstrate an advanced knowledge of German needed for a proficient level of communication in speaking, listening, reading, and writing in addition to demonstrating cultural knowledge. P. GER 225.

GRK 111. Beginning Greek I. 3 credits.
Course designed to focus on the basic vocabulary, grammar, and syntax of Ancient Greek as well as provide insight into ancient Greek culture.

GRK 112. Beginning Greek II. 3 credits.
Course designed to continue the introduction of the basic vocabulary, grammar, and syntax of Ancient Greek as well as provide insight into ancient Greek culture. In addition, selections from major authors of Greek prose will be read. P. GRK 111 or equivalent.

GRK 225. Intermediate Greek. 3 credits.
Selections from major Greek authors of prose and poetry. Intensive review of grammar and syntax. This course applies and extends the language study completed in GRK 111 and GRK 112. P. GRK 112.

GRK 301. Readings in Greek. 3 credits.
Selected readings of major Greek authors, such as Homer, Herodotus, or Lysias. Review of Greek grammar and syntax. Study of the prose and poetic styles of the authors read. P. GRK 225 or equiv.

GRK 303. Greek Prose Composition. 3 credits. AY, SP
This course provides a comprehensive review of ancient Greek morphology and syntax by means of composition. Students will closely analyze passages from several classical prose authors and attempt to imitate their various styles in their own writing of Greek. P. GRK 225 or equiv.

GRK 400. Archaic Greek Authors. 3 credits.
Students will read authors of the Archaic period (such as Homer, Hesiod, or individual lyric poets). This course may be repeated to a max of six credits. P. GRK 225 or equiv.

GRK 401. Archaic Greek Themes and Genres. 3 credits.
Students will pursue thematically-tied or genre-related readings of various authors of the Archaic period (such as epic or lyric). This course is repeatable to a max of 6 credits. P. GRK 225 or equiv.

GRK 402. Classical Greek Authors. 3 credits.
Students will read authors of the Classical period (such as Aeschylus, Thucydides, or Demosthenes). This course may be repeated to a max of six credits. P. GRK 225 or equiv.

GRK 403. Classical Greek Themes and Genres. 3 credits.
Students will pursue thematically-tied or genre-related readings of various authors of the Classical period (such as a focus on historiography, tragedy, problems of democracy, etc). This course may be repeated to a max of six credits. P. GRK 225 or equiv.

GRK 404. Post-Classical Greek Authors. 3 credits.
Students will read authors of the Post-Classical period (such as Polybius, Plutarch, etc.). This course may be repeated to max of six credits. P. GRK 225 or equiv.

GRK 405. Post-Classical Greek Themes and Genres. 3 credits.
Students will pursue thematically-tied or genre-related readings of various authors of the Post-Classical period (such as a focus on inscriptions, historical topics, etc.). This course may be repeated to a max of six credits. P. GRK 225 or equiv.

GRK 406. Late/koine Greek Authors. 3 credits.
Students will read late-Greek or Koine authors (such as Origen or Nonnus). May be repeated to a max of 6 credits. P. GRK 225 or equiv.

GRK 407. Late/koine Greek Themes and Genres. 3 credits.
Students will pursue thematically-tied or genre-related readings of various late-Greek or Koine authors of the same period (such as from the Septuagint or New Testament). This course may be repeated to a max of 6 credits. P. GRK 225 or equiv.

GRK 408. Byzantine Greek Authors. 3 credits.
Students will read authors of the Byzantine period (such as Procopius, Photius, or Anna Comnena). May be repeated to a max of 6 credits. P. GRK 225 or equiv.

GRK 409. Byzantine Greek Themes and Genres. 3 credits.
Students will pursue thematically-tied or genre-related readings of various authors of the Byzantine period (such as epic or historiography). May be repeated to a max of 6 credits. P. GRK 225 or equiv.

GRK 410. Diachronic Readings in Greek. 3 credits.
Students will read works by Greek authors from different periods. They will be linked in any number of ways, e.g., by genre, theme, or subject matter. May be repeated to a max of six credits. P. GRK 225 or equiv; Critical Issues in Human Inquiry; Contemporary Composition; Oral Communication.

GRK 411. Readings in Greek and Latin. 3 credits. (Same as LAT 411)
Students will pursue thematically-linked reading of the works of Greek and Latin authors from different periods (such as comparative readings in drama, or philosophy, or historiography). May be repeated to a max of six credits. P. GRK 225 or equiv.

GRK 493. Directed Independent Readings. 1-3 credits. FA, SP, SU
Designed to meet the special needs of qualified students. Credit by arrangement. This course may be repeated to a max of six hours. P. DC.

GRK 498. Senior Capstone Seminar. 3 credits. FA (Same as CNE 498, LAT 498)
Directed research on a general topic; preparation and public presentation of a senior thesis. GRK 498 only open to Greek Majors.

HAP 200. Introduction To Healthcare Administration. 3 credits. FA, SP
An introduction to managerial and administrative issues in healthcare. Administrative components of the healthcare system and an overview of major topics such as human resource administration, information management, budgeting and financing, planning and health organization strategy, government regulation, and insurance issues.

HAP 310. Health Finance and Budgeting. 3 credits. SP
Financial and budgetary concepts as applied in the management of healthcare organizations. Topics include sources of funding, cost and rate setting, third party payment issues, general questions of internal control, financial planning, and use of various financial instruments. P. HAP 200 and ACC 201.

HAP 312. Research Design for the Social Sciences. 3 credits. FA, SP (Same as SOC 312, CRJ 312)
Introduction to social science research methods. Attention is directed to the basic logic and research techniques involved in studying the social world scientifically. Specific topics considered include research design, measurement, alternative data collection procedures, and ethical concerns involved in studying social life. P. Contemporary Composition course.

HAP 314. Statistics for the Social Sciences. 4 credits. FA, SP (Same as ANT 314, SOC 314)
Broad introduction to the statistical techniques used by social scientists to analyze their data, including computer usage. Attention is directed to the basic procedures for organizing and describing data, for assessing relationships among social variables, and for using that information to make inferences about the population. P. Mathematical Reasoning course.

HAP 317. Global Health: A Biosocial and Justice-Oriented Approach. 3 credits. FA, SP (Same as AFS 317, ANT 317, SOC 317)
This course provides a biosocial framework for the study of Global Health arguing that global health issues can only be sufficiently understood and addressed by recognizing their physiological as well as their sociocultural contexts and the dynamic interplay between both. Global health as a discipline is, therefore, interdisciplinary and draws from diverse academic and applied disciplines and professions. This course also highlights the increased recognition in Global Health of health and access to health care as a human right and includes discussions on the importance of a commitment to global health justice and equity. P. So. stdg. P. So. stdg.

HAP 318. Applied Research: Assessment and Evaluation. 4 credits. FA, SP (Same as ANT/CRJ/SWK 318)
This course familiarizes students with foundational research methods for needs assessment and program evaluation commonly used in the social sciences. Satisfies Magis Core: Doing Science Science; Magis Designated Oral Communication, Designated Technology, Designated Statistical Reasoning P. Critical Issues in Human Inquiry (or HRS 100 or HRS 101), Oral Communication, Understanding Social Science, Mathematical Reasoning.

HAP 331. Public and Non-Profit Administration. 3 credits. FA (Same as PLS 331)
Examines administrative processes and politics in government and non-profit settings. The course emphasizes application of material to case study examples of public and non-profit organizational challenges. Course covers local, state, and national bureaucratic politics. P. One Magis Core Contemporary Composition course and So. stdg.

HAP 334. Public Policy And Health Care. 3 credits. SP (Same as PLS 334)
Review of government policies and programs as they affect healthcare in the United States and other countries. Various systems of health insurance, the private medical market, governmental provision, development and evolution of managed care systems, current U.S. federal programs. P. So. stdg.

HAP 336. An Introduction to Conflict Resolution. 3 credits. SU
This introductory course will introduce conflict resolution, exploring historical epochs and cultural approaches as well as appropriate practices using the lens of anthropology. Students will look at conflict and conflict resolution approaches. Conflict resolution will be explored as a history of changing discourses, connecting the relationships between world events, meaning systems, and appropriate analytical tool. Narrative methods will be used to generate a transformational approach, storying conflict narratives while working with duoethnographic partners. P. Understanding Social Science; Contemporary Composition.

HAP 350. The Essentials of Public Health. 3 credits. FA, SP
Essentials of Public Health is designed to provide the student with theoretical perspectives in public health, and skills and knowledge associated with the primary functions of public health at the local, state, national and global level. Students will use basic principles of evidenced-based public health, epidemiology and the demographic measurement of populations and groups to examine the distributive factors of health and disease needs in population. Enduring understandings of public health history, interventions, laws, communication, health systems, environment and behavior change will be addressed.

HAP 355. Essentials of Epidemiology. 3 credits. (Same as MTH 355, STA 355)
This course introduces the concepts and includes exercises related to epidemiology, the discipline that serves as the basic science of public health, or population health, by providing evidence for defining the public health problem, assessing causation, and evaluating effectiveness of potential interventions.

HAP 383. Cultural Epidemiology: Global Perspectives. 3 credits. (Same as ANT 383)
Cultural epidemiology addresses the structural and cultural determinants of health, and integrates methods, theories, and debates in both epidemiology and medical anthropology responding to health needs on an international scale. The course introduces students to methods for health research, concepts of health and disease, and strategies to alleviate ill health. P. ANT 113 and Contemporary Composition.

HAP 390. Health Communication. 3 credits. AY (Same as COM 390, Magis Core Doing Social Science)
This course investigates research theories and permits students to demonstrate practical applications of communication within health care situations. The course emphasizes understanding communication variables such as verbal, non-verbal, conflict, listening, and self disclosures in health care contexts. The course also examines issues of ethics and relationships between health care providers, patients, and families. P. One Magis Core Understanding Social Science course.

HAP 404. Bioethics and Society. 3 credits. (Same as PHL 404)
Bioethics and Society explores questions of ethics and social justice arising from present and emerging medical and biotechnologies, e.g. cloning, germline genetic engineering, and nanotechnology. Satisfies Magis Core Intersections and Designated Technology P. Critical Issues in Human Inquiry course. Sr. Stdg.

HAP 410. Seminar In Health Administration. 3 credits. FA
Selected advanced topics in health administration. May be repeated for six credits as long as the topic differs.

HAP 411. Seminar in Healthcare Administration: Healthcare Planning and Marketing. 3 credits. SP
This course will cover planning and marketing processes common in the healthcare industry. Emphasis will be placed on strategic and business planning, marketing systems and project promotion. Students will use basic financial, marketing and statistical skills and will research a planning or marketing project in an Omaha healthcare organization. P. Oral Communication course.

HAP 412. Information Systems in Healthcare Management. 3 credits. SP
This course examines the information system concepts as applied in the management of healthcare organizations. Our primary goal is to learn and understand information systems, and to practice applying information systems in the healthcare environment.

HAP 413. Service Excellence and Human Resources in Healthcare. 3 credits. FA
This course is designed to expose students to the concept of healthcare "service excellence" and give an overview of the multiple aspects of healthcare human resources. The goal is to build a knowledge base of these topics and develop skills which will easily transfer into the student's future workplace. P. Oral Communication course.

HAP 414. Careers in Health Administration. 3 credits.
This course is designed to expose students to career and leadership opportunities in today's healthcare industry (e.g. hospitals, long-term care, physician practices, health departments, insurance companies, pharmaceutical industry, etc.). The goal is to provide an overview of skill sets needed by healthcare administrators to assist in career planning.

HAP 415. Seminar in Healthcare Management. 3 credits.
The purpose of this course is to learn about the managerial structures common to the American healthcare industry, including managerial concepts, organizational design, human resource management, motivation and leadership, decision-making, communication and control systems. Students will get experience in skills and activities found in the healthcare work place.

HAP 416. Healthcare Ethics: Public Health, Administration, and Clinical Care. 3 credits. (Same as JPS 416)
This course prepares students to navigate unique ethical challenges at the three interrelated levels of modern healthcare: macro (public health), meso (organizational), and micro (clinical). The course also engages the Ignatian tradition as a tool for discerning one's vocation in healthcare. Satisfies Magis Core Intersections; Designation: Ethics. P. Critical Issues in Human Inquiry course, Ethics course.

HAP 418. Healthcare, Society and Culture. 3 credits. (Same as ANT 418, SOC 418)
This course analyzes health, illness, and healthcare by considering social forces, applying a social science perspective, and comparing this perspective with other paradigms in order to comprehend sources and distribution of illness, social meanings and experiences of illness, and diverse health care systems in domestic and global settings. P. One Magis Core Critical Issues in Human Inquiry course; Senior standing.

HAP 420. Seminar in Health Policy. 3 credits. AY, SP
Selected advanced topics in health policy. May be repeated for six credits as long as topic differs.

HAP 422. Health, Disease, and Suffering in the Past and Present. 3 credits. (Same as ANT 422)
Experience of disease has become commonplace in society. Which brings to light questions such as: When did people begin experiencing disease? What cultural and environmental factors influence the spread of disease? When experiencing disease, what social and biological challenges do people face? This course takes a broad comparative approach to the study of health and disease through time (paleopathology), exploring topics such as identification of health and disease in the past, spread of disease (pandemics and epidemics), medical treatment practices, cultural stigma surrounding disease experience, and healthcare equity through time. Conditions resulting in soft tissue and boney responses are often associated with cultural and environmental variables such as living conditions, access to food, habitual behaviors, and childhood growth and development. To better understand health experiences and equity in modern populations, it is important to establish a foundation of past social, cultural, and biological patterns. Prereq: Critical Issues in Human Inquiry.

HAP 433. Public Policy Analysis. 3 credits. AY, SP (Same as PLS 433)
Examination of approaches to public problem solving and public policy analysis. Key theories of power and policy, strategies for analyzing public problems and developing policy proposals and policy in specific areas. P. Jr. stdg.

HAP 450. Communicating Health Narratives. 3 credits. OD (Same as COM 450)
This course examines communication in multiple health care contexts: individual (health beliefs and attitudes), interpersonal (patient-provider and provider-provider), organizational (hospital, and clinic), and societal (public health campaigns, health policy, and health politics). We will explore how narratives function to construct and communicate health beliefs in these contexts.

HAP 456. Public Health Ethics. 3 credits. (Same as PHL 456)
Lectures and small group discussions focus on ethical theory and current ethical issues in public health and health policy, including resource allocation, the use of summary measures of health, the right to health care, and conflicts between autonomy and health promotion efforts. Student evaluation based on class participation, a group project, and a paper evaluating ethical issues in the student's area of public health specialization. P. Philosophical Ideas course.

HAP 457. Biomedical Ethics: Philosophical and Theological Approaches. 3 credits. FA, SP, SU (Same as PHL 457, THL 457)
This course explores philosophical and theological ethical theories and analyzes and evaluates select issues in biomedicine and health care policy in light of those theories. Satisfies Magis Designated Ethics. P. Ethics course.

HAP 477. Gendered Health Across the Lifespan. 3 credits.
A great human concern in our society is the gendered construction of health and how individuals are affected by health decisions. This interdisciplinary course will explore gendered health issues involving ethical, biocultural and psychosocial perspectives across the lifespan. The first part will lay the theoretical groundwork and identify policy and ethical concerns; the second part will examine gendered health issues across the lifespan. P. PHL 250 or THL 250; Sr. stdg.

HAP 485. Internship In Health Administration And Policy. 3 credits. FA, SP, SU
Students work as entry-level administrative professionals in organizations involved in healthcare delivery, administration, or policy-making. May be repeated to a maximum of six hours of credit. P. Jr. stdg., 2.5 GPA; consent of internship director.

HAP 493. Directed Independent Readings. 1-3 credits. FA, SP
A student initiated program of readings undertaken with a faculty member in the Health Administration and Policy Program. May be repeated to a maximum of six hours. P. DC.

HAP 497. Directed Independent Research. 1-6 credits. FA, SP
A student initiated research project undertaken with the supervision of a faculty member in the Health Administration and Policy Program. May be repeated to a maximum of six hours. P. DC.

HAP 501. Intro to Health Informatics. 3 credits.
This course offers a thorough introduction to information processing, searching and organization, and analysis of information. This survey course will provide an overview of health IT infrastructure, internet-based access, ethics, and economics of information, and change management in a healthcare setting.

HAP 515. Law and Health Systems. 3 credits. FA
Legal aspects of health care in the administration of health organizations. Among topics considered are legal liability and standards of care, malpractice, regulation of health care professions, informed consent, policies regarding medical records, and legal responsibilities for personnel. P. HAP 200.

HAP 520. Statistical Methods for Public Administration and Policy Analysis. 3 credits. OD (Same as PLS 520)
Application of research methods and statistical tools to public management issues. Reviews basics of research design with attention to public management tasks and questions. P. PLS 310 or SOC 312.

HEB 101. Introduction To Classical Hebrew I. 3 credits. FA
Introduction to Classical Hebrew: alphabet, paradigms, introductory grammar.

HEB 102. Introduction To Classical Hebrew II. 3 credits. SP
Continuation of Classical Hebrew I with emphasis on grammar, structure, and compositional techniques, leading to a study of Hebrew narrative. P. HEB 101.

HEB 201. Introduction To Classical Hebrew Poety. 3 credits. OD
Literary analysis of select Biblical poetry (prophets and psalms) with emphasis on structure, cultural context, and linguistic styles. P. HEB 102.

HIS 110. History and Technology in the Modern World. 3 credits.
History component of an interdisciplinary course in Modern Western History along with the materials science concepts that made these events possible. A survey of the evolution of the Western societies and technologies of Europe and North America from the 15th century to the present. P. MTH 245;CO: ERG 251.

HIS 111. Introduction to World History. 3 credits.

HIS 170. Liberalism and Its Discontents. 3 credits.
A privileged group of philosophes during the Enlightenment wrote about freedom. Their ideas became the basis of new forms of society, and almost immediately were appropriated by expanding groups of subjects. We will examine some of the founding documents of human liberation and explore the uses of "liberty" today. Satisfies Magis Critical Issues in Human Inquiry. CO: COM 101.

HIS 171. Waging Peace in the Twentieth Century. 3 credits.
Waging "Peace" is a historical study that puts war on the margins of inquiry and peacemaking at the center of 20th century history. This unorthodox historical perspective allows exploration into whether an alternative narrative of the past presents under-examined possibilities for promoting peace and justice in the present. CO: COM 101.

HIS 172. Globalization and Leadership in Africa. 3 credits.
This course examines the extent to which western leadership norms, ethics and values have been adopted within the African nation-state system. We will study the African nation-state as a product of globalization (as westernization) and the extent to which leadership institutions and practices in Africa approximate their western counterparts. CO: COM 101.

HIS 173. Colonial Legacies in Asia. 3 credits.
This course explores colonialism and its legacies in Asia. However, rather than relating a narrative of colonial occupations, policies, and resistance movements, this course examines the philosophical, moral, social, and cultural aspects of colonialism within a thematic and conceptual framework. It is designed to critically interrogate the notions and definitions that serve to structure our understanding of “East” and “West” and the encounters that framed the historic relationship between the two. Concepts of race, power, gender, national identity, morality, technology, and environment are all deeply examined. CO: COM 101.

HIS 174. Discovering Paradise. 3 credits.
Postcard views of the tropical islands of the Pacific invite visitors to enjoy a taste of paradise. But paradise has a history not neatly contained in these carefully framed shots. The discovery of paradise is a complicated tale of exploration and empire, resistance and exchange, artful imagination and difficult reality. CO: COM 101.

HIS 175. History of Protest in America. 3 credits.
This course approaches American history from the perspective of those often left out of traditional political narratives, including women, people of color, the enslaved, and the poor. Together, we will seek to understand how these groups have used forms of protest to gain access to rights and liberties already enjoyed by political elites. Students will also explore how our own lives have changed as a result of these social movements and, at a time that increasing numbers of people are joining protest movements across the world, will have a better understanding of what protest means in modern society. CO: Oral Communication.

HIS 176. Controversies in Science and Medicine (1900-1990). 3 credits.
In this course, we will examine the changing ways that these dilemmas have been recognized and addressed since the early-20th century. Rather than a chronological survey of this time period, we will approach these historical topics thematically. This will include an historical analysis of the rise of bioethics, as well as evolving conceptions of autonomy, social justice, disease, and disability. Topics of study in this course will include changing and contested perspectives on end-of-life decision-making, the adoption of new reproductive technologies, and the diagnosis and prevention of hereditary disease. In addition, we will consider how various forms of technological automation over the course of the 20th century have changed what it means to an autonomous individual or professional expert in daily life. CO: COM 101.

HIS 177. Seeking God in the Medieval West. 3 credits.
This course explores the variety of religious practices that emerged from late antiquity through the sixteenth century to help people find spiritual fulfillment. As we explore how those of past ages sought God, students will be challenged to contemplate what they seek in their own lives, and why. CO: COM 101.

HIS 179. A History of (Un)natural Disasters. 3 credits.
In this course, students will critically evaluate the significance of catastrophic events in global history. We will interpret "natural disasters" through the lens of social, environmental, and economic justice and use disasters to explore the relationship between "natural" and cultural change across time. CO: Oral Communication.

HIS 271. Conquest, Piracy, and Slavery: A History of the Atlantic. 3 credits.
Emphasis will be placed on patterns of change and continuity since the fifteenth century. Topics such as the slave trade, colonial encounters, and race will inform the lectures, discussions, and group activities. The experiences and culture of peasants and elites will underscore how people interacted and made their own history. P. Critical Issues in Human Inquiry course or HRS 100 or HRS 101.

HIS 272. Global Perspectives in History: Europe and the World. 3 credits.
This is a lower-level course designed to introduce students to the major political, socio-economic, and cultural changes of our world, from the 18th century through today. Throughout the term we will define and refine our understanding of Europe and its beliefs about itself and the world. As a class, we will read and discuss a number of primary documents written by scientists, artists, political leaders, and individual witnesses to the profound changes that mark the modern era. Together, we will think through the changing purpose of history and debate the great narratives of change: progress, enlightenment, secularization, democratization, globalization, and social reform. P. One Magis Core Critical Issues in Human Inquiry course or HRS 100 or HRS 101.

HIS 273. Global Perspectives in History: History of Science and Medicine. 3 credits.
In this course, we will examine the interaction, uptake, and enhancement of western science, technology, and medicine around the globe. While these forces have significantly shaped the modern world, western knowledge and technology have been understood and adopted in different ways by local cultures. One of the best ways to understand a society is to examine how it has made sense of and altered the world. This can be accomplished by asking: How was reliable knowledge created? Why, who, and where were diseases understood to strike? What role did technologies play in revolution? Through an examination of these questions, history offers opportunities to rethink assumptions about rational thought, objective reasoning, and how the world works. P. One Critical Issues in Human Inquiry course or HRS 100 or HRS 101.

HIS 274. Global Perspectives in History: Rights and Revolutions. 3 credits.
The goal of the Global Perspectives in History: Rights and Revolutions course is to enhance students' knowledge of significant ideas and development in the quest for greater human, political and civil rights in the West. The class will engage both primary and secondary sources in order to answer 4 basic questions in each unit: "who had the power and rights", "what was life like for those without power and rights?", "what rights were demanded?", and "what was the outcome of the demand for these rights?" The text, supplemental readings, lectures, and films will provide the overview of those intimately involved in each movement. Discussion boards will evaluate the ideas of the era, and postings and papers will wrestle with the historical questions raised by each movement. P. One Magis Core Critical Issues in Human Inquiry course or HRS 100 or HRS 101.

HIS 275. The Twentieth Century as "The American Century. 3 credits. (Same as AMS 275)
In 1941, publisher Henry R. Luce declared the twentieth century to be "The American Century." This course examines the degree to which Luce's label squares with a global-historical analysis of the major events, movements, and figures of the century that just passed, where the roots of many of today's most challenging issues are to be found. P. One Critical Issues in Human Inquiry course or HRS 100 or HRS 101.

HIS 276. Global Perspectives in History: Asia and the World. 3 credits.
This course is designed to introduce students to prominent concepts, themes, and narratives concerning Asia's global history. Though the course is by no means exhaustive, students can expect to look closely at East, Southeast, and South Asian culture and history with a particular emphasis on patterns of global interaction, cultural change, historical development, and a deep interrogation of the social categories that shape our shared global past. P. Successful completion of a Critical Issues in Human Inquiry class or HRS 100 or HRS 101.

HIS 277. Medicine in Africa and the African Diaspora. 3 credits. (Same as AFS 277)
Through the lens of race, gender, and imperialism, this course explores the historical role of medicine in shaping Africa's relations with the world, from the Arab incursions of the 7th century to the trans-Atlantic, colonial, and post-colonial encounters of the 15th to the 21st century. We reflect on medicine as an instrument of state formation, political domination and social control in Africa and the Afro-Atlantic. P. Critical Issues in Human Inquiry.

HIS 278. Islam and the World. 3 credits.
A survey of developments in the Islamic world from the rise of Islam to the present through an examination of religious, social, and political institutions. Special attention is devoted to historical legacies in understanding Islam in the world today. P. One Magis Core Critical Issues in Human Inquiry course or HRS 100 or HRS 101.

HIS 279. Medieval Encounters. 3 credits.
Europe and the world, from the collapse of the western Roman Empire to the dawn of the Age of Exploration. We will examine how contact with civilizations beyond Europe created an exchange of goods and ideas, contributing to developments in trade, communications, learning, and material life. In the course of their encounters with other civilizations, did medieval Europeans become more open, more inclusive in their worldview, or more insular and exclusive? P. One Magis Core Critical Issues in Human Inquiry course or HRS 100 or HRS 101.

HIS 280. Sport and Athletics in the Ancient Mediterranean. 3 credits. (Same as CNE 280)
This course explores the critical role of athletics and sport in the ancient Mediterranean. Sport was fundamentally linked to social and cultural identity and usually performed in public, often religious or funerary, celebration. The course will end with an overview of the legacy of ancient sport, especially the revival of the Olympic Games. P. One Magis Core Critical Issues in Human Inquiry course or HRS 100 or HRS 101.

HIS 281. Europe's Hubris and Humiliation. 3 credits.
This course is designed to introduce students to the major political, socio-economic, and cultural changes of our world, from the late nineteenth century through 1930. Throughout the term we will define and refine our understanding of Europe and its beliefs about itself and the world. As a class, we will read and discuss a number or primary documents written by scientists, artists, political leaders, and individual witnesses to the profound changes that mark the modern era. Together, we will think through the changing purpose of history and debate the great narratives of change: progress, imperialism, secularization, democratization, global warfare, and social reform. P. Critical Issues in Human Inquiry.

HIS 282. Reacting to the Past. 3 credits.
An introduction to the complexity of history through participation in role-playing games set in the past. Students learn by taking on the roles of historical figures (famous or obscure), in elaborate games set in the past; students learn skills -- speaking, writing, critical thinking, problem solving, leadership, and teamwork -- in order to prevail in difficult and complicated situations. Contact the instructor for more details as topics will vary each time the course is taught. P. Critical Issues in Human Inquiry course.

HIS 284. Global Perspectives in History: The US in the World. 3 credits.
The goal of this course is to explore the domestic and international forces that have shaped the relationship and foreign policy of the US in the world. By studying the historical roots of many of today's international developments, students will have a better understanding of the complexity and intersections of competing interests, competing forces, and competing actors on the world stage. P. Critical Issues in Human Inquiry.

HIS 285. The Stuff of History: Materials That Have Shaped Our World. 3 credits.
The Stuff of History" is an integrated course with ERG 251 that combines the knowledge, skills, and attitudes of materials science and history. Throughout three project-based modules, students will explore key events that shaped the history of Western society, along with the materials science concepts and technologies that made these events possible. P. Critical Issues in Human Inquiry; MTH 245. CO: ERG 251.

HIS 287. Global Perspectives in History: The Native American Experience. 3 credits.
This course is a survey of the development of Native American societies and cultures from their appearance on the continent to the present emphasizing the evolution of cultural, political, and social systems and the imprint of contact with Euro-American cultures. P. One Magis Core Critical Issues course or HRS 100 or HRS 101.

HIS 300. Historiography. 3 credits. FA
Study of the history of writing history - the concepts, contributions, and controversies of outstanding historians of the past and present who have developed this central branch of knowledge. Concentration on a specific field within history, as selected by the instructor. Required of all history majors. P. So. stdg.

HIS 304. History Of Greece And Rome. 3 credits.
Historical survey of the Mediterranean region in the Hellenic and Roman periods. The Greek city-state, Hellenistic kingdoms, the Roman Republic and Empire. Political, economic, and cultural institutions.

HIS 307. Introduction to American Studies. 3 credits. (Same as AMS 307, and ENG 307)
This course provides an introduction to the field of American Studies, which seeks to understand the complex reality of "the American experience" in all its variety. Topics include the history of American Studies as a discipline as well as its methodologies, central concepts, and emerging questions. Students will examine a broad topic from multiple disciplinary perspectives, with an emphasis on developing and employing the methodological tools common to contemporary American Studies scholarship. The topic/content areas will be selected by the instructor, based upon his/her area of scholarly expertise. P. So. stdg.

HIS 308. Theories and Methods in American Studies. 3 credits. (Same as AMS 308)
This course introduces students to prevailing theories and methodologies in American Studies. Students will examine in a critical fashion interdisciplinary studies of the meaning and significance of "Americanness" in historical, cross-cultural, and even trans-national contexts. The complex relationships between ethnic, religious, racial, and ideological groups in American society will receive critical attention. P. So. stdg.

HIS 310. History Workshop. 3 credits.
History Workshop is a hands-on introduction to the craft of researching and writing history. The course provides the analytical tools required to succeed in the history program and to produce high quality research projects in upper-division courses. The specific topic of study varies by instructor.

HIS 311. United States History To 1877. 3 credits. FA
Surveys the growth and development of institutions from their European origins through the end of Reconstruction. Emphasis is placed on the ideas and processes that created those institutions, as well as on the degree to which they were uniquely American. Serves as the basis for advanced work in United States history. P. So. stdg.

HIS 312. United States History Since 1877. 3 credits. SP
Survey of the growth and development of United States institutions from the end of Reconstruction to the present day. Emphasis is placed on ideas, processes, and causation, and the emergence of the United States as a world power. Serves as the basis for advanced work in United States history. P. So. stdg.

HIS 316. Introduction to Digital Humanities. 3 credits.
This course explores the practice of using digital technologies in the context of humanities scholarship. Thorough readings and practical, hands-on explorations of digital projects, we will explore a wide range of technologies that can be used to support humanities research, including: mapping tools, data visualization, text and image analysis, website design, and historically-based games. Students will work collaboratively in the completion of a semester-long digital humanities project. No previous experience working with digital technologies is required or assumed. Satisfies Magis Designated Statistical Reasoning and Designated Technology. P. Mathematical Reasoning.

HIS 317. Mapping History: Cartography from the Early Modern to Digital Age. 3 credits.
Mapping History: Cartography from the Early Modern to the Digital Age" surveys the history of cartography and is an introduction to historical geographic information systems (GIS). Students will apply the lessons of the history and analysis of maps to create and critique their own digital mapping projects. P. One Magis Core Global Perspectives in History course.

HIS 321. Tudor and Stuart England. 3 credits.
Political, economic, religious, and intellectual developments in England, 1485-1714. Topics include Henry VIII and the English Reformation; the Elizabethan Age; Exploration and Imperial Expansion; the rise of Puritanism; the English Civil War; the Restoration Era; and the "Glorious Revolution." P. So. stdg.

HIS 324. Global Perspectives in History: The Irish Experience. 3 credits.
In this travel course, students combine the examination of primary and secondary texts with visits to historic sites in and around Dublin as they learn about the development of Irish society and culture from its earliest settlements to the present day. P. Critical Issues in Human Inquiry course. FLPA travel course: Open only to students in the Ireland FLPA.

HIS 325. Race, Nation and Empire. 3 credits.
Is nationality the most universally legitimate value in the political life of our time? How are nationalism, racism and empire intertwined? This class will study the culture and politics of nation-building throughout the long nineteenth century in Europe and the Atlantic world through a variety of primary and secondary sources. P. So. stdg.

HIS 330. Cuba and the U.S.: Revolution and Restitution. 3 credits.
This course will introduce students to the developments that define Cuba-US relations, placing a strong emphasis on the historical and literary importance of the early independence movements of the 19th century, the growing Cuba-US relations during the early 20th century, the consequences of the Socialist revolution, and the deterioration of the relationship between the two countries that culminated with the US embargo.

HIS 335. The Scientific Revolution. 3 credits.
European science, 1500-1700, examining how new scientific theories challenged traditional explanations of natural phenomena. Topics include the development of the modern scientific method, the Copernican revolution in astronomy, the Galileo controversy, anatomy, occult sciences, and Newtonian physics. P. So. stdg.

HIS 341. Introduction to Jewish History. 3 credits.
Presentation and examination of Jewish history from biblical to modern times with emphasis on social, political, cultural, and religious contexts and interactions. P. So. stdg.

HIS 345. History and the Holocaust. 3 credits.
This course will be taught in four modules that cover the context of the Holocaust, the experience of genocide, how it is remembered, and the historiographical debates that are built around it. Students learn to better question the methods and master narratives of current European history. P. One Magis core Global Perspectives in History course.

HIS 347. The Arab-Israeli Conflict: Struggle For The Holy Land. 3 credits.
An examination of the Arab-Israeli conflict from the emergence of political Zionism in the late 19th century to the peace efforts of the 1990s and beyond. Topics will include the origins and consequences of the British mandate for Palestine; the development of Israeli social and political institutions; the rise of Palestinain national consciousness; the impact of outside powers on the conflict; and prospects for a lasting resolution. P. So. stdg.

HIS 348. Muhammad And The Rise Of Islam. 3 credits. (Same as CNE 348)
The course examines the emergence and flowering of Islamic civilization from the time of the Prophet, Muhammad, until the sack of Baghdad by the Mongols in 1258. Topics include Muhammad's prophetic mission, the Arab Kingdom of Damascus, the rise of the Abbasids and the classical civilization of the High Caliphate. P. So. stdg.

HIS 349. Egyptian Art And Archaeology. 3 credits. OD (Same as ARH 349, CNE 349, THL 349)
This course surveys ancient Egypt from the prehistoric/predynastic periods beginning around 4,000 BCE through the incorporation of Egypt into the Ptolemaic then Roman Empires at the end of the first millennium BCE. You will learn about the changing historical and cultural contexts of Egypt¡an art and architecture, exploring topics such as the meaning and audience of Egyptian art, the relationship between writing and artistic representation, the art of death, and the connections between art, religion, kingship, and the Egyptian worldview. Along the way, you w¡ll also learn about the history of the field of Egyptology, the relationship of modern Egypt to ancient Egypt, and how "the west" has constructed, used, and abused a constructed "ancient Egypt." Satisfies Magis Core: Fine Arts.

HIS 350. Archaeology of Israel and Jordan. 3 credits. OD (Same as ARH 350, CNE 350, THL 350)
A chronological survey of the archaeology of Israel and Jordan, providing a material perspective on the history of society, economy, and religion of the people from the Neolithic period to the Byzantine Period.

HIS 351. Warfare in the Classical World. 3 credits. (Same as CNE 351)
This course will study warfare as it was conducted and imagined in the Greek and Roman worlds. Using both primary evidence and secondary scholarship, we will examine practical manuals of tactics and siege warfare, as well as literary works from a variety of genres. We will also consider material evidence, such as visual and monumental depictions of warfare, and their role in producing cultural meaning. P. So. stdg.

HIS 352. Puerto Rico and the U.S.: Citizenship, Colonialism, and Cultural Nationalism. 3 credits. (Same as PLS 352)
An overview of the Puerto Rican history and relationship with U.S. Course focuses on how Puerto Ricans experience, perform, and assign meaning to citizenship and cultural national identity in a colony with limited participation in the laws that govern them.

HIS 354. Constitutional History Of The United States To 1877. 3 credits.
Analyzes the impact of historical events on the theory, writing, and evolution of the Constitution. Colonial and Revolutionary background; the Constitutional Convention; development and interpretation of the Constitution from the Federalist era through the Civil War and Reconstruction. P. So. stdg.

HIS 355. Constitutional History of the United States Since 1877. 3 credits.
Continuation of HIS 354. HIS 354 is not a prerequisite to HIS 355. Analysis of the impact of historical events on the Constitution. Constitutional interpretation in late 19th century; the Progressive era; World War I, the 1920's; the New Deal; World War II and the Cold War; civil liberties and civil rights; the Warren, Burger, and Rehnquist Courts; the Presidency since World War II; contemporary Constitutional issues. P. So. stdg.

HIS 356. Constitutional Issues. 3 credits. (Same as PLS 356)
This course links both the Constitutional History of the United States with the Constitutional Law cases that laid the foundation for the living Constitution that exists today. The historical context and the judicial actions of the courts, from the Founding Fathers to the present, will be examined and debated. P. So. stdg.

HIS 357. Religion In American Society To 1865. 3 credits.
The influence of religion on American cultural, intellectual, social, and institutional development. The role of religion in the discovery, exploration, and settlement of the continent as well as the birth and growth of the nation. Includes colonial attitudes toward and practices of religious freedom; denominationalism; the American sense of errand and mission; 18th century revivalism and its role in the American Revolution; 19th century revivalism and the settlement of the frontier; pietism; millennialism; and the impact of the Civil War on major American churches. P. So. stdg.

HIS 358. Religion In American Society From 1865 To The Present. 3 credits.
Continuation of HIS 357. HIS 357 is not a prerequisite to HIS 358. The influence of religion on American cultural, intellectual, special, and political development. The responses to urban growth and industrialization; the development of the Social Gospel; nativism and its impact on American religion; crusading Protestants or the role of missionaries; the rise of Neo-Orthodoxy; revivalism in modern America; religion in American life in economic depression, in war, in prosperity, in social turmoil; unbelief in America; and the new religions in America. P. So. stdg.

HIS 359. The City In United States History. 3 credits. (Same as AMS 359)
This course examines the development of urban areas in the United States during the 19th and 20th centuries. Of particular concern are the elements of urban architecture, economics, politics, demographics, and violence. To go beyond the generalizations of the assigned readings, the city of Omaha will be used as a laboratory for investigating these themes in a specific setting. P. So. stdg.

HIS 367. The African-American Experience. 3 credits. (Same as BKS 367)
Slavery, emancipation, "separate but equal", and the drive for full equality. P. So. stdg.

HIS 371. Mexico And The Mexican Revolution. 3 credits.
The first true social revolution in Latin America considered in its historical background, its violent eruption, its sweeping changes and its contemporary direction. P. So. stdg.

HIS 372. Equality, Minorities, And Public Policy. 3 credits. (Same as AMS 372, BKS 372, PLS 372)
Incorporates continuing discourses between a historian and a political scientist. Exploration of the political processes whereby minorities have influenced the formulation and implementation of policy and governmental responses to demands for equal treatment. P. So. stdg.

HIS 374. The Politics of Heredity: Eugenics in America. 3 credits.
This course examines the closely intertwined histories of eugenics and medical genetics. From a progressive vision with elite scientific backing, to a horrific social program, conceptions of eugenics have changed significantly over the past century. Students will examine the extent of which genetic medicine reflects a continuation of eugenic expectations. P. One Magis Core Contemporary Composition course, one Magis Core Global Perspectives in History course, and one Magis Core Ethics Course.

HIS 375. The United States And Latin America. 3 credits.
The "special relationship" between the United States and the nations of Latin America, from the foundations of the Monroe Doctrine and Manifest Destiny to U.S. hemispheric hegemony, the Response to Revolution, and benign neglect. Special emphasis on current inter-American issues and developments. P. So. stdg.

HIS 376. Spain and its Empire since 1492. 3 credits.
The year 1492 was a watershed for the Spanish Monarchy: the beginnings of empire, the expulsion of the Jews and the end of Moorish rule. Yet contemporary Spain, far from intolerant, has become a model EU state. This course will explore the history of Inquisition, civil war, dictatorship, and transition to democracy. P. Soph. stdg.

HIS 384. Black History Through Literature. 3 credits. (Same as BKS 384)
History of Americans of African descent as found in journals, novels, and other literary forms. P. So. stdg.

HIS 388. Origins of Modern Africa. 3 credits. (Same as AFS 388, BKS 388)
Examination of the European impact on Africans and their institutions. P. So. stdg.

HIS 390. Biography as History. 3 credits.
Studies of the lives of individuals who made significant impacts on their age and the world. Course will be subtitled in the Schedule of Courses. P. So. stdg.

HIS 393. United States Military History. 3 credits. SP
Survey of American military history. Examination of the relationships among the military establishments, the wars and the societies that fostered them in order to understand the nature of war and military policy. P. So. stdg.

HIS 395. Selected Topics. 3 credits. OD
Topical approach to select problems in history as chosen by the department. Course will be subtitled in the Schedule of Courses. May be repeated under different subtitles. P. So. stdg.

HIS 398. History of Sexuality. 3 credits.
This course will explore the History of Sexuality with particular attention to Modern European contexts. This course will be taught in four modules that cover theoretical foundations, the production of sexual knowledge, early modern understandings, and modern subjectivities. We will track the ways in which sex is used in conjunction with other categories to mark and "other' individuals within the body politique. P. One Magis Global Perspectives course.

HIS 400. Novel Ecologies: History, Literature, and Environmental Crisi. 3 credits. (Same as ENG 400)
This course will challenge students to identify the underlying assumptions of conservation practice in western and non-western contexts and explore how they have changed over time. Using case studies from New Zealand and Nebraska, it will emphasize the natural-cultural consequences of settler colonialism, globalization, and the history of ecological thinking, and deepen awareness of the social and ecological roots of environmental crises, the diversity of ecological worldviews on local and global scales, and foster engagement with issues of social and ecological justice. Prereq: Critical Issues in Human Inquiry; Instructor approval. CO: BIO 189.

HIS 401. Greek History To The Peloponnesian War. 3 credits. AY, FA (Same as CNE 401)
The political and social history of Greece, with excurses into its material culture, from prehistoric times through the end of the Peloponnesian War.

HIS 402. Intersections: History of Disability. 3 credits.
This course explores evolving understandings of disability since the mid-19th century, including what constitutes disability, and how society should respond. Disability has long been conceptualized within two broad frameworks: medical models and social models. Medical models present disability as an abnormal and undesirable condition, often associated with specific disease categories. Social models understand disability as resulting from various choices and assumptions that have been made in building the physical environment and social world. This course examines the history of disability by engaging with these models, and considering the strengths and weakness of each in making sense of disability, its causes, and the responsibility of society to respond and provide support. P. One Magis Core Critical Issues in Human Inquiry course, One Magis Core Oral Communication course, One Magis Core Contemporary Composition course; Senior standing.

HIS 403. The Roman Republic. 3 credits. AY, FA (Same as CNE 403)
The political and social history of Rome with excurses into material culture covering developments from the Bronze Age to the end of the Roman Republic. Some emphasis will be placed on the political structures of the Republic, both in seeking the antecedents of the American constitution and in analyzing the causes of the Republic's fall. P. So. stdg.

HIS 404. The Roman Empire. 3 credits. (Same as CNE 404)
The political and social history of the Roman Empire, with excurses into its material culture, from the Age of Augustus through the reign of Constantine the Great. Emphasis will be placed on the provinces and the diverse ethnic groups within the Empire. P. So. stdg.

HIS 405. Gender and Sexuality: A Non-Western Perspective. 3 credits.
This course seeks to open a rigorous dialectical conversation between the theories, conceptions, and expectations of gender and sexuality as they have developed in the Western world, and the ways in which these notions have been applied or misapplied historically to cultures outside of the "West," primarily in Asia. Students can expect a week-by-week rigorous exploration of gendered forms and sexual practices in various cultures throughout East, Southeast, and South Asia, which are meant to test the limits and applicability of Western concepts of gender and sexuality in non-Western historical case studies. There will also be a particular emphasis on the asymmetrical power relations of empire that are often predicated upon notions gender, and ubiquitously seek to alter, exploit, or save and civilize gendered subjects and control sexuality. P. Critical Issues in Human Inquiry course, Global Perspectives in History course.

HIS 406. FLPA to Hawaii and the Philippines: Empire in the Pacific. 3 credits.
This intensive 5 week study abroad experience will occurs in five phases: week l will consist of an online preparation component including readings and discussion; week 2 takes place in Hawaii; weeks 3 and 4 will occur in the Philippines; and week 5 will be a follow-up online conclusion to the course. Students can expect to look closely at first hand evidence and circumstances of empire in Hawaii and the Philippines, including texts, monuments, the environment, and perhaps most importantly, the human experience. P. Critical Issues in Human Inquiry course.

HIS 407. The Early Middle Ages. 3 credits.
Western Europe, A.D. 300-1050. Topics include the barbarian migrations, the Christianization of Europe, Charlemagne and the "First Europe," fragmentation of the Carolingian empire, western relations with Byzantium and Islam, the origins of feudalism and manorialism, and the rise of the Normans. P. So. stdg.

HIS 408. The High And Late Middle Ages. 3 credits.
Includes the origins of the nation-state, the Church, conflicts between the Church and secular states, medieval heresies, chivalric society and culture, universities and scholasticism, the Black Death, the commercial revolution, and the Hundred Years War. P. So. stdg.

HIS 409. The Crusades: A Mirror Of Medieval Society. 3 credits.
A study of the Crusading movement and its impact upon medieval society. Topics will include the political and religious background of the First Crusade; establishment of the Crusader States; popular participation in the Crusades; and economic results of the conflicts between Christians and Moslems. P. So. stdg.

HIS 411. The Renaissance. 3 credits.
The late 14th and early 15th centuries was a time of decay in Western Europe. Depression, war, rebellion, political anarchy, religious heresy, and epidemic disease - all seemed to spell doom for Western society. Out of it came an unparalleled rebirth of European cultural, economic, and political systems known to historians as the "Renaissance." This course follows Europe's 14th century disasters and its 15th century recovery. P. So. stdg.

HIS 412. The Reformation. 3 credits.
Europe during the years of the Protestant Reformation, the Catholic Counter-Reformation, and the Thirty Years War. A period of the emergence and growth of new religions and the reform of Catholicism, violent social upheaval, enormous economic expansion, international dynastic rivalry, and internal competition for sovereignty in Europe and the British Isles. P. So. stdg.

HIS 415. 19th Century Europe. 3 credits.
The theme of this course is the transformation of Europe from the old regimes-torn by revolution-to modern, urban-industrial societies of the contemporary age. The focus will be on general trends and significant particulars in politics, in economic and social developments, and in cultural and intellectual life. The course will examine topics like: the postrevolutionary triumph of reaction and the rise of modern conservatism: the economic and social consequences of the first and second industrial revolutions; the spread of the culture of materialism; the triumph of political liberalism; and Europe's fin de siècle. P. So. stdg.

HIS 417. 20th Century Europe. 3 credits.
Europe in the throes of change. A civilization caught up in a rapid succession of wars, revolutions, economic and social crises - and ultimate renewal under radically altered domestic and world conditions. Along with high politics and diplomacy, world wars, Communist and Fascist revolutions, the course focuses on everyday preoccupations of ordinary people and the increasing significance of their aspirations and values in Europe since 1945. P. So. stdg.

HIS 418. Great Empires of the Near East. 3 credits. (Same as CNE 418)
This course will examine the history, culture, and society of the peoples of Mesopotamia, including the Sumerians, Akkadians, Babylonians, Assyrians, Hittites, and Persians. Focus will be given to their distinctive institutions and world-views and how these are expressed through their cultural artifacts and social system.

HIS 419. Ancient Egypt: History, Society and Culture. 3 credits. (Same as CNE 419)
This course will explore the history, society, economy, and religion of ancient Egypt from the predynastic era through the Ptolemaic period, as revealed through its artistic and material remains. Attention will be given to how sculpture, painting, architecture, and other material remains provide a window on Egyptian life and thought.

HIS 420. Selected Topics In Ancient History. 3 credits. OD (Same as CNE 420)
Topical approach to select problems or special periods in ancient history. Course will be subtitled in the Schedule of Courses. Course is repeatable as long as subtitle is different. P. So. stdg.

HIS 421. The Vikings. 3 credits.
Scandinavian history from settlement through c. 1300, focusing upon the age of Viking expansion from the late 8th through 11th centuries. P. So. Stdg.

HIS 431. Mathematical History, Philosophy And Ethics. 3 credits. (Same as MTH 431)
An examination of mathematics and mathematical ideas and their relation to philosophical and ethical views from the ancient Babylonians and Pythagoreans to the present. Special attention will be given to non-Western mathematics, ethnomathematics, twentieth-century game theory, encryption, and ethical issues facing the mathematician and society in the past and today. The course assumes no mathematical background beyond the Core E requirements. P. Sr. stdg.

HIS 435. Digital Cultures. 3 credits.
This course explores the history of computing from multiple perspectives to understand how factors of race, gender, class, and region have led digital technologies to become a powerful social phenomenon embedded in political, justice, and cultural struggles. P. Global Perspectives in History course.

HIS 449. American Colonies. 3 credits. (Same as AMS 449)
Considers the European colonization of North America and the cultural, economic, political, and social development of the American colonies to 1763. Emphasis on cultural encounters and the transformation of Europeans into provincial Americans. P. Soph. stdg.

HIS 450. Revolutionary America. 3 credits. AY
Considers the movement for independence and the struggle to establish and secure the new nation between 1763-1789. Emphasis is placed on factors which drove the colonists toward independence, the representation of their grievances and political philosophy in the Declaration of Independence, and the events surrounding the writing and adoption of the Constitution. P. So. stdg.

HIS 451. The Early American Republic. 3 credits.
Explores implementation of the Constitution, creation of the Bill of Rights, formation of the first political parties, and roles of key figures such as George Washington, John Adams, Thomas Jefferson, and Andrew Jackson in the period between 1789 and 1850. Also considered are the democratization process, reform movements, nationalism, slavery, and that sectionalism which led to the Civil War. P. So. stdg.

HIS 452. Civil War and Reconstruction. 3 credits.
Development of the controversies resulting in the Civil War. The War. Political and economic reconstruction after the war. P. So. stdg.

HIS 454. The Progressive Era In The United States, 1901-1920. 3 credits.
The United States at the beginning of its imperial age. Topics include the Age of Big Business; protest and reform; the United States and the First World War; the Red Scare. P. So. stdg.

HIS 455. Foreign Relation US Since 1945. 3 credits.
Analysis of the origins of the Cold War, development of the "containment" policy and the alliance system under Truman through the end of the Cold War, the post-Cold War era, and US foreign relations, alliances, and conflicts in the 21st century. P. So. stdg.

HIS 456. The Vietnam War and Public Memory. 3 credits.
Arguably America's most controversial war, Vietnam is as much a study of "fact" as "memory." This course explores the Vietnam War in American "history" and American public memory. The physiology of memory, the theoretical constructs of public memory, the role of myth in memory and the competing interests in public memory will be studied. By the end of the course, students will be able to separate fact from fiction in the historical accounts, identify the roots of various myths, analyze the factors that keep the myths alive, and explain why the myths persist despite evidence to the contrary.

HIS 458. The Sixties. 3 credits.
A course on the social, economic, cultural, and political developments in the United States between 1960-1974. Topics include JFK and the New Frontier, LBJ and the Great Society, the Nixon presidency and Watergate, the war in Vietnam and the Movement, and the counterculture. P. So. stdg.

HIS 459. Recent United States History. 3 credits.
A course on recent social, economic, cultural, and political events in the United States, 1974-present. Topics include the malaise of the 70s, the Reagan Revolutions, the end of the Cold War, and issues of the 90s in historical perspective. P. So. stdg.

HIS 460. The History Of Women In The United States. 3 credits. (Same as AMS 460)
The economic, social, and political status of women in the United States from colonial times to the present. Concentration on four major topics: the family, the workplace, the community, and the feminists movements. An integral part is the examination of the traditional roles of women in society as well as changes in those roles. P. So. stdg.

HIS 461. History and Gender. 3 credits.
This course stresses the diversity of gender theory and the application of those theories to the practice of history. It also questions the possibility of gender justice across time and in our own communities. P. One Critical Issues in Human Inquiry course; Senior standing.

HIS 462. History of Southeast Asia. 3 credits.
Course explores the rich global history of Southeast Asia. Begins with a careful and detailed examination of the region's cultural foundations, both mainland and insular, and then examines the successive cultural and political waves that have washed over the region to form its unique and diverse history – Indic, East Asian, Arabic, Western, and post-colonial. Southeast Asia is truly the crossroads of the world.

HIS 464. Gender and Sexuality in Asia. 3 credits. (Same as WGS 464)
Focus on the role and status of women in China and Japan since the 16th century, emphasizing how, why and by whom womanhood has been defined and redefined over time. P. So. stdg.

HIS 465. Japanese Popular Culture. 3 credits.
In this course, we will examine various aspects of Japanese popular culture from the Tokugawa period, through the imperial era (1868-1945), to the postwar/contemporary time (1945-present), though more emphasis is put on postwar Japan. Critical analysis of different forms of cultural production, from the theoretical and thematic perspectives of class, gender, globalization, modernity, national/racial/ethnic identity, sexuality, invented traditions, and war memory, will provide insight into Japanese history, culture, and society. P. So. stdg.

HIS 467. Modern China. 3 credits.
Course takes a deep and highly analytical look at the creation and function of Modern China. Begins with an examination of Chinese cultural foundations and then picks up with the Yuan Dynasty and Chinese resistance, the genesis of modern Chinese national identity. The Course then covers the challenges of Western intrusion, communist reclamation, and the rise of China as a potential super power. P. So. stdg.

HIS 468. Modern Japan. 3 credits.
Few topics captivate historians more than Japan's remarkably rapid and "successful" transformation from an isolated agrarian society to a modern world power. In the past 130 years, that small archipelago on Asia's eastern fringe experienced political, economic, diplomatic, socio-cultural as well as intellectual change on a scale unprecedented in human history. This course pays particular attention to the ways in which ordinary people's lives were affected (or unaffected) by the forces that underlay national change. P. So. stdg.

HIS 470. Conquest, Slavery and Piracy in the Atlantic World, 1492-1825. 3 credits.
How did the indigenous of the New World interact with Europeans during their initial encounters? This course analyzes the colonial Atlantic world-the intertwined history of four continents connected by commercial, ecological and cultural exchanges. Themes explored include imperialism, identity, slavery, religion and the emergence of revolutionary politics. P. So. stdg.

HIS 471. Atlantic Revolutions and Empires. 3 credits.
Across the Americas between 1775 and 1825, revolutionary wars profoundly shaped the new nations, identities and cultures that replaced European Atlantic empires. This course will examine how Enlightenment ideas, slave rebellion and radical politics set the stage for revolutions from the U.S. to France, Haiti, Spain and Spanish America. P. So. stdg.

HIS 475. Medieval and Modern Religious Pilgrimage: Walking Spain's Camino de Santiago. 3 credits.
This course, taught in English, examines the history, culture, and literature of Spain and will focus on the concept of religious pilgrimage from interdisciplinary perspectives. Students will take a journey with personal and spiritual dimensions by walking the Way of Saint James to Santiago de Compostela. P. Senior standing, or IC, One Critical Issues in Human Inquiry course.

HIS 476. Historiography of Science and Medicine. 3 credits.
This course explores changing ways in which historians have examined the history of science and medicine over the last century. Students will consider various approaches to producing facts and theories, and achieving objectivity. They will also look at differing perspectives on scientific and medical knowledge, including realism and constructivism. P. One Magis Core course in Global Perspectives.

HIS 477. Science and Medicine in Social Context. 3 credits.
This course explores changing ways in which historians have examined the history of science and medicine over the last century. Students consider various approaches to conceptualizing reality, objectivity, facts and knowledge in science and medicine. As part of this, students examine the social nature of the scientific nature of the scientific and medical fields, with a focus on the relevance of gender, race, disability, ethics, power, prestige, and consumerism in these disciplines. Satisfies Magis Intersections; Magis Designated Written Communication. P. Contemporary Composition; Critical Issues in Human Inquiry.

HIS 478. Jerusalem in History. 3 credits.
Analyzes the Jewish, Christian, and Islamic histories of Jerusalem from biblical times until the present. Examines the ways each faith has made its claim upon the holy city. Topics include the Davidic city and the Temple of Solomon, the Byzantine interlude, the coming of Islam and the Dome of the Rock, the Crusades, and the place of Jerusalem in modern Jewish and Palestinian nationalisms. P. So. stdg.

HIS 479. The Making of Modern Egypt. 3 credits. SP
This course focuses upon the political, social, and cultural history of modern Egypt from the early 19th century to the consolidation of the Nasser revolution in the 1960s. Topics include Napoleonic expedition; Mohammad Ali dynasty and the British occupation; Islamic reform; the "liberal era"; the Muslim Brotherhood; and free officers. P. So. stdg.

HIS 482. Race In America: Idea And Reality. 3 credits. (Same as AMS 482, BKS 482, PHL 482, PLS 482)
An examination of the idea and reality of race during key phases of U.S. history, with an emphasis on the contemporary situation. To understand the multiple meanings and experiences of race, the course draws on sources from science, literature, law, and philosophy. P. Philosophical Ideas course.

HIS 483. History of Environmental Inequalities. 3 credits.
This course explores the connections between environmental change and human inequality from the early modern period until today. It reaches across local and global scales, drawing on local case studies to emphasize global historical themes such as the roles of colonialism, segregation, and economic vulnerability. This service-learning course will introduce students to a variety of theoretical tools to understand environmental justice and explore their implications on the ground. Student will use these tools and experiences to better interrogate their own social and environmental position. P. Critical Issues in Human Inquiry course; senior standing.

HIS 484. Nationalist Movements in Colonial Africa. 3 credits. (Same as AFS 484, BKS 484)
Case studies of the development and course of selected nationalist movements in European-ruled Africa. P. So. stdg.

HIS 486. Women and Gender in Africa. 3 credits.
A study of the roles and representations of women and gender as conceptual and analytical categories in African history and society. P. So. Stdg.

HIS 488. Global Environmental History. 3 credits. (Same as EVS 488)
What has been humanity's role in changing the face of the earth? What part has the environment played in shaping human history? These questions drive the study of environmental history. This course surveys the history of humanity's ever-changing relationship with nature, from fire-wielding hunter-gatherers to the present. It emphasizes new global perspectives on environmental history and focuses on themes such as agroecology, invasion, sustainability, energy, urbanization, and empire. It will also introduce students to the diverse methods of investigating our environmental past including documentary and material sources, natural archives, and geospatial analysis. P. Critical Issues in Human Inquiry; Contemporary Composition; Oral Communication; Ethics; Senior standing.

HIS 489. Southern Africa: The Politics of Race. 3 credits. (Same as AFS 489, BKS 489)
Examination of the historical development of the social and political structures of modern Southern Africa. Primary focus on South Africa, Rhodesia-Zimbabwe, and Namibia. Analysis of the place of "race" in national policies. Includes apartheid, black nationalism, decolonization, guided democracy, and the interrelationship between economic developments and the social and political systems. P. So. stdg.

HIS 490. Advanced Research Methods. 3 credits.
This capstone course reinforces high-level skills in historical thinking, historical methods, and historiographical studies developed in other courses in the program. Students produce a significant and original work of historical research based on both primary and secondary sources. The specific topic of study varies by instructor. P. HIS 310; Contemporary Composition course; Oral Communication course; Ethics course.

HIS 493. Directed Independent Readings. 1-3 credits. OD
May be repeated to a limit of six hours. P. DC.

HIS 497. Directed Independent Research. 1-3 credits. OD
May be repeated to a limit of six hours. P. DC.

HIS 498. History Practicum. 1-3 credits. OD
May be repeated to a limit of four hours. This course is graded Satisfactory/Unsatisfactory. P. DC.

HIS 524. History of Ancient Israel. 3 credits. OD (Same as CNE 524, THL 524)
An examination and reconstruction of the history of ancient Israel from biblical and other ancient near eastern literary texts, and from archaeological and epigraphic materials. P. THL 100 and a 200-level Scripture course and Jr. stdg.

HIS 541. War and Society Modern World. 3 credits.
A survey of military history from the 18th century up to and including current theories concerning future conflict to be waged with nuclear weapons.

HIS 542. The Rise of the Irish Free State. 3 credits.
Irish nationalism and independence movements, 1890-1923. Topics include the Irish Renaissance, Home Rule, the origins of Sinn Féin and the IRA, women's political organizations, the Easter Rising of 1916, the Anglo-Irish War, Partition, and the Irish Civil War. Special attention will be given to Irish depictions of this pivotal era in literature, film, and music. P. So. stdg.

HIS 544. History of Ireland. 3 credits.
Course in the historical evolution of the Irish people and nation. Topics include the pre-Christian period, migrations and settlements of peoples into Ireland and abroad from Ireland to create the Irish diaspora, the Elizabethan Wars, and the Great Famine. Irish nationalism, the emergence of the Irish Republic, and recent developments in the Irish Republic and Northern Ireland. P. So. stdg.

HIS 546. Modern Germany. 3 credits.
Rise of Prussia and Austria; the impact of revolution and reaction; the Austro-Prussian dualism; Bismarck and the new nation-state; the Wilhelmian era and its crises; the republican experiment; Germany's rise and fall under Hitler; postwar division and reunification as Federal Republic. P. So. stdg.

HIS 547. Postwar Europe. 3 credits.
Examination of Europe since 1945; the partition and reorganization of Europe under American and Russian auspices; political and economic reconstruction in East and West; the quest for unity in the West; social and cultural changes; successes and failures of the new society. Emphasis on Western Europe. P. So. stdg.

HIS 548. Russia's Revolutions. 3 credits. FA
Revolution of 1905; World War I; Revolutions of 1917; Allied intervention; Civil War; NEP; Stalin-Trotsky rivalry; Stalin and the Second Revolution; World War II; relations with Eastern Europe, Asia, and the United States; internal political, economic, and literary movements from Khrushchev and Brezhnev through Gorbachev, Yeltsin, and Putin. P. So. stdg.

HIS 551. The Rise and Fall of Europe's Empires. 3 credits.
This course will analyze the height of European imperialism from 1800 to 1960. Themes explored include how European nations came to dominate the globe and the rapid transition to decolonization after World War II. In addition, emphasis will be placed upon issues of nationalism, racism and economic development. P. So. stdg.

HIS 562. Foreign Relations Of The United States, 1898-1945. 3 credits. AY, FA
Analysis of the domestic and international forces that confronted the United States between 1898 and 1945, and how these forces shaped American foreign policy from the Spanish-American War through World War II. P. So. stdg.

HIS 565. The United States and Canada. 3 credits. FA
A phrase coined in the 1940s, are Canada and the United States still "the Siamese Twins of North America who cannot separate and live"? The U.S. and Canada are each other's greatest trading partner, are jointly responsible for continental security, and are fiercely committed to their own independence. But the U.S.A. invaded Canada three times, called itself the "Army of Occupation" during World War II, and "lost" draft-dodgers to Canada during the Vietnam War. In an age of regional trading blocs and continental integration, explore the relationship between these neighbors that share the world's longest undefended border. P. So. stdg.

HIS 566. The United States and Vietnam. 3 credits.
This seminar seeks to explore the origins and decades of American involvement in Vietnam. The course puts American involvement in Vietnam in the context of the Cold War. Therefore, the origins of the Cold War, the "fall" of China, and the Korean War will be discussed, as well.

HIS 567. Change And Revolution In The Middle East. 3 credits.
An examination of social, economic, and political change in the Arab Middle East in the twentieth century. Topics include Arab nationalism and the struggle against Western domination, the rise of authoritarian regimes in Egypt, Iraq, and Syria, the challenge of Islamic fundamentalism, and the prospects for democratic reform in the region. P. So. stdg.

HIS 577. Cuba Under Castro. 3 credits.
The roots of the revolution from the earliest days of Cuban independence through the frustrated movements of 1933. The emergence of Fidel Castro and his M-26 rebellion in the overthrow of Batista. Castro's revolutionary domestic and international programs and the continuing controversies surrounding them. P. So. stdg.

HIS 585. Public History Internship. 1-6 credits. OD
A supervised on-the-job experience at government or private agencies in applying historical knowledge and methods to cultural resources management, museum and/or archival work, historic preservation, and other areas of public and applied history. HIS 585 may be taken twice for a total of 6 credit hours, but only 3 of those hours may be used toward the history major. P. HIS major; Jr. stdg.; DC.

HIS 593. History of India. 3 credits.
A comprehensive analysis of India from pre-Aryan times to the present. Topics include Indian religions; Mogul Empire, Emperor Asoka; the Sikhs; Westerners to India and British colonization; the Carnatic and the Anglo-Afghan Wars; 1857 Mutiny; Indian nationalism, Rabindranath Tagore, Congress party, Motilal and Pandit Nehru, and Mohandas Gandhi; Muslim League and Muhammad Ali Jinnah; the dilemma of Kashmir; relations with Pakistan and the United States, Indira Gandhi and the Sikhs. Rajiv Gandhi, contemporary politics. P. So. stdg.

HIS 595. Special Problems in History. 3 credits. OD
Course will be subtitled in the Schedule of Courses. May be repeated to a limit of six hours.

HIS AP0. History AP Credit. 3-21 credits.

HRS 100. Honors Foundational Sequence I: Beginnings of the Christian Intellectual Tradition. 3 credits.
A study of the beginnings of the Christian intellectual tradition. Students acquire an ability to situate the Christian intellectual tradition within the complex cultural context of the ancient Mediterranean world and the Near East. P. Only open to students in the Honors Program.

HRS 101. Honors Foundational Sequence II: The Rise of the West. 3 credits.
A study of the development of Christianity from antiquity through the Reformation, and of its fundamental role in forming and fracturing the broad intellectual underpinnings of Western civilization. P. Only open to students in the Honors Program.

HRS 200. Honors Foundational Sequence III: The Modern World. 3 credits.
A study of the challenges posed by modernity to traditional Christian understandings of the world, and of Christianity's responses to these challenges. P. Only open to students in the Honors Program.

HRS 301. Sources and Methods: The Epistemology of Political Science. 3 credits.
This course is an introduction to the study of politics. The focus will be on methods in the social sciences. That is, we are going to consider ways of knowing in political science. How do we know? The seminar will necessarily deal with paradigms, particularly how paradigms establish both ontological and epistemological bases for research and in so doing establish the boundaries of a discipline. P. Only open to students in the Honors Program.

HRS 305. Sources and Methods: Intelligence: Multiple Perspectives. 3 credits.
This Sources and Methods course explores the concept of intelligence from a variety of psychological perspectives. Students will be introduced to the science of psychology and its methodologies using the study of intelligence as the unifying theme. They will read scientific articles, books, and articles from the popular press. P. Only open to students in the Honors Program.

HRS 306. Sources and Methods: Organizational Learning: Finding Your Place in the World. 3 credits.
This Sources and Methods course focuses on organizational communication and narrative inquiry as a unique means for understanding the world and our places in it. Students draw upon the elements of human agency (Burke) to reflect on how organizational assimilation (socialization and individualization) occurs and how they, as individuals, learn about, interpret, influence, and create organizational change through continuous learning processes. P. Only open to students in the Honors Program.

HRS 307. Sources and Methods: Writing Our Lives: Identity and Culture in Personal Writing. 3 credits.
This Sources and Methods course invites you to study and practice personal writing in forms ranging from essay to memoir to criticism. P. Only open to students in the Honors Program.

HRS 308. Sources and Methods: The Theology of Medieval Women. 3 credits.
This Sources and Methods course introduces students to the theology and spirituality of medieval women. P. Only open to students in the Honors Program.

HRS 309. Sources and Methods: Philosophy and Economics: Method and Horizon of Discourse. 3 credits.
This Sources and Methods course uses Veblen's critique of the foundations of neoclassical economics as an approach to broader questions involving the philosophy of social science, the history of economic thought, the anthropology of economic life, critical social theory, political theory, the history of ethics, and economic history. P. Only open to students in the Honors Program.

HRS 310. Sources and Methods: Metaphysics of Film. 3 credits.
This Sources and Methods course explores the multiple senses of "film" (long strip of plastic, cinematic art object, separated form, means of understanding the structure of the World) as an approach to the most basic branch of academic philosophy: metaphysics. The course involves a mixture of film viewing, critical reading, classroom discussion and lecture, and on-line activities. P. Only open to students in the Honors Program.

HRS 311. Sources and Methods: Graph Theory. 3 credits.
This Sources and Methods course is an introduction to what is arguably the best modeling tool ever invented. Graph theory plays a very important role in many fields, including mathematics, computer science, game theory, and project management. Students will conduct research on graph theory to experience the very process of the research itself. P. Only open to students in the Honors Program.

HRS 313. Sources and Methods: European Literary Modernism. 3 credits.
This Sources and Methods course concerns 20th century European writers of the Modernist movement who consciously broke with 19th century literary traditions in the effort to "make it new" through experimentation in poetry, fiction, and drama. P. Only open to students in the Honors Program.

HRS 314. Sources and Methods: This View of Life -Evolutionary Biology. 3 credits.
This Sources and Methods course in the Honors Program examines the fundamental concepts of modern evolutionary biology and how they are studied. Students examine the nature of science; the distinction between science and pseudoscience; types of explanation, modes of reasoning, and levels of analysis; and ways by which evolutionary hypotheses may be tested. P. Only open to students in the Honors Program.

HRS 315. Sources and Methods: Imagination to Invention. 3 credits.
This Sources and Methods course in the Honors Program examines the nature of chemistry as a discipline: what makes it unique, and what unites it to other disciplines? In particular, the course investigates the origin of ideas and concepts in chemistry, and seeks to relate them to basic principles of creative thought. P. Only open to students in the Honors Program.

HRS 316. Sources and Methods: American Identity in the World. 3 credits.
This Sources and Methods course in the Honors Program examines the ways in which Americans construct themselves and are constructed by others elsewhere in the world. The course explores the ideologies and rhetorical strategies, as well as the material realities and lived experiences, at work in defining what it means to "be" and American, both for those residing in the U.S. and for those who have never set foot on U.S. soil. P. Only open to students in the Honors Program.

HRS 317. Sources and Methods: European Metropolis 1900. 3 credits.
This Sources and Methods course in the Honors Program is an introduction to the techniques of cultural history. It examines the creation and experience of European capital cities during the turn of the twentieth century, paying particular attention to the artistic and technological innovations that marked this critical period of urbanization. P. Only open to students in the Honors Program.

HRS 318. Sources and Methods: Animals, Persons, and Ethics. 3 credits.
This Sources and Methods course in the Honors Program introduces philosophical methods by way of the study of the nature of animals, the nature of persons, and the ethical dynamics between persons and animals. The course draws on literary and philosophical texts, ethological studies, and films to examine the complex ethical, social, and metaphysical relationships between persons and animals. P. Only open to students in the Honors Program.

HRS 319. Sources and Methods:The Psychology of Stereotyping, Prejudice and Intergroup Conflict. 3 credits.
Students will develop a scientific understanding of the complex phenomena of stereotyping, prejudice and intergroup conflict by examining how stereotypes are developed and maintained as a result of basic social and cognitive processes and evaluating the various approaches and methods used to research stereotyping in psychology. P. Only open to students in the Honors Program.

HRS 320. Sources and Methods: Cosmology and our Evolving Understanding of the Universe. 3 credits.
This course is an exploration of humanity's ever-changing perception of the universe from the ancient Babylonians to today. We'll cover roughly 3000 years of evolving thought, examining four distinct eras of cosmology: the era of myth/philosophy, the era of enlightenment, the era of revolution, and the era of understanding. We will examine how paradigms shift and how our understanding of the universe has grown enormously in the last century. The course will culminate with a scientific yet non-technical description of the standard big bang model of cosmology along with the observational and theoretical evidence that supports it. P. Only open to students in the Honors Program.

HRS 322. Sources and Methods: The Catholic Church and Latin America. 3 credits.
The Roman Catholic Church has been present in Latin America for over 450 years. Initially an active participant in the conquest and domination by European powers, the Church has fundamentally changed its mission and doctrine over the past 50 years. Students will be introduced to Latin American history and Roman Catholic ecclesiology using the development of doctrine as the unifying theme. They will read primary sources in English and Spanish, books, articles, and scholarly journals. P. Only open to students in the Honors Program.

HRS 324. Sources and Methods: Classics of Social Theory: Positivism and its Discontents. 3 credits.
This course illuminates the common origin of the social sciences in the intellectual currents of the late 19th and early 20th centuries, focusing especially on the texts of Freud, Marx, Weber, Durkheim, Levi-Strauss, and Saussure. Students reflect on what we mean by "social," "modernity," "science," "the family," "language," and "the psyche." P. Only open to students in the Honors Program.

HRS 325. Sources and Methods: Evolution and Human Behavior. 3 credits.
Students will be introduced to the science of psychology and its methodologies using the theories of evolutionary psychology. They will read scientific articles, books, and articles from the popular press. The primary assumption is that the human mind and behavioral predispositions have been shaped by the process of natural selection throughout our evolutionary past. P. Only open to students in the Honors Program.

HRS 326. Sources and Methods: Gender in Classical Antiquity. 3 credits.
By reading and interpreting primary and secondary sources, students examine Greek and Roman ideas about gender including how gender roles governed men and women's lives; how the ancient Greeks and Romans defined and used gender categories in literature, politics, law, religion, and medicine; and how these ancient ideas inform contemporary ones. P. Only open to students in the Honors Program.

HRS 327. Sources and Methods: Greek Tragedy: Texts, Contexts, Subtexts. 3 credits.
This Sources and Methods course is an introduction to a crucial genre in Western literature. Students will: read the majority of extant Greek tragedies; understand the historical and material circumstances under which the plays were created and performed; and tackle the "macro" interpretive questions to which they give rise. P. Only open to students in the Honors Program.

HRS 328. Sources and Methods: Critical Perspectives of Disability and Society. 3 credits.
Disability is usually viewed as a condition of personal deficit, misfortune, and shame. This course will question practices and discourses through which these negative perceptions are generated and reinforced. Students will explore models of disability, reinterpretations of human variation, and narrative methods used to investigate the personal experience of disability. P. Only open to students in the Honors Program.

HRS 329. Sources and Methods: In Search of the Promised Land: Religion and Place in America. 3 credits.
This course will examine the quest for the Promised Land in diverse religious communities with a particular emphasis on religion and place. Issues for consideration include concepts of home and sacred space, religion and nature, the faith and practices of exile communities, and the influence of border culture on religion. P. Only open to students in the Honors Program.

HRS 330. Sources and Methods: Christian and Jewish Theology after the Holocaust. 3 credits.
In the decades following the Holocaust, the reality of evil, the power and benevolence of God, the nature of covenant, and other key theological concepts became points at which traditional Jewish and Christian theologies were challenged and defended. This course will investigate these challenges, focusing on the central concept of covenant. P. Only open to students in the Honors Program.

HRS 331. Sources and Methods: Representations of Piracy from 1600 to the Present. 3 credits.
This course examines representations of piracy from 1600 to the present. It considers the process by which pirates have become romanticized rather than censured figures as well as how the idea of piracy functions in terms of the illegal reproduction of various forms of media. P. Only open to students in the Honors Program.

HRS 333. Sources and Methods: The Renaissance Artist. 3 credits.
The artist and art historian Giorgio Vasari was the first to use the term "Renaissance" to describe the cultural movement that ran through Europe from approximately 1300-1550 Since then, countless historians in many fields have sought to make sense of the happenings in those centuries, many focusing on the era's chief protagonist: the Renaissance artist. In this class we will undertake a close study of the surviving documents of Renaissance art literature in an effort to understand better how the men and women of the Renaissance conceived of their time and their world. P. Only open to students in the Honors Program.

HRS 334. Sources and Methods: Green Chemistry and Sustainability. 3 credits.
Chemistry has had many positive impacts on society, such as the development of medicines and many items we take for granted. Many of these items have come at a cost to the environment. Green chemistry considers human beings, our surroundings, and the environment when designing a chemical reaction, experiment, or process. P. Only open to students in the Honors Program.

HRS 335. Sources and Methods: Not Lost in Translation. 3 credits.
This Sources and Methods course in the Honors Program looks at how the Bible has been translated from antiquity to the modern world. Students will situate selected versions and translators within their historical, social, cultural, political, and religious contexts. They will also learn how to identify and evaluate differing styles of translation. In addition, students will become familiar with the nuances of different contemporary English versions and will come to recognize how important these differences can be to discussions of topics such as the environment, sexuality, and war. It is not expected that students in this class will have knowledge of either of the major languages in which the Bible was composed, Hebrew and Greek. P. Only open to students in the Honors Program.

HRS 336. Sources and Methods: Theory, Method and Art of Autoethnography. 3 credits.
Autoethnography is both art and science, a reflexive research practice that uses the lens of the self (auto) to describe and write (graphy) about people and cultures (ethno). This course will introduce students to the methodological and theoretical roots of autoethnography, and then guide them in becoming autoethnographic researchers. P. Only open to students in the Honors Program.

HRS 337. Sources and Methods: Women in Music. 3 credits.
This course will explore numerous issues concerning women in music. These may include, but are not limited to: 1) The contributions and roles of women as composers, patrons and performers in Western art music, non-Western art music and popular music, 2) The portrayal of women in opera and Broadway, and 3) Feminist perspectives in musical criticism. P. Only open to students in the Honors Program.

HRS 338. Sources and Methods: Research in Writing of Poetry. 3 credits.
This course will explore the role of research in the inspiration and composition of imaginative writing, specifically poetry. Students will practice various methods used in the process of creating poetry that is inspired and informed by research and learning in areas other than literature. Our central questions will be: How do poets write poems based on research into history, biography, science? What part does research play in the inspiration of poems? How do facts drawn from research and the poetic imagination interact? How do poets - how will you - choose areas to research? Can subject matter be drawn from and expand on, for example, daily interests and activities, such as other courses one is taking? In addition, students will explore the various elements of poetic form and craft. P. Only open to students in the Honors Program.

HRS 339. Sources and Methods: The Age of Augustus. 3 credits.
This course provides an interdisciplinary introduction to one of the most important eras in history. We will study how a nineteen-year-old youth, Gaius Octavius, became the first Roman emperor, Augustus, and explore the ways the Western world was transformed during his fifty-eight years of power (44 BCE-14 CE). P. Only open to students in the Honors Program.

HRS 340. Sources and Methods: Introduction to Green Cultural Studies. 3 credits.
This course will introduce students to the field of cultural studies as it emerged in the U.S. and elsewhere, give students a working knowledge of cultural studies as a methodological approach, and facilitate the application of this methodology to environmental texts and issues. P. Only open to students in the Honors Program.

HRS 341. Sources and Methods: The History and Future of the Book. 3 credits.
History of the book as a literate, literary, and cultural artifact; Examination of important trends in text production from ancient times to the present; examination of contemporary directions, including digital venues, in traditional and multi mediated bibliotechnology. P. Only open to students in the Honors Program.

HRS 342. Sources and Methods: Modeling Global Issues. 3 credits.
Students will be introduced to issues concerning comparative politics, nuclear stability, economic stability, economic freedom, creative economy, smart power, hard of hearing and deaf children, and the application of mathematical modeling to these and other issues. P. Only open to students in the Honors Program.

HRS 344. Sources and Methods: The Literature of Mysticism. 3 credits.
This course will focus on mysticism, East and West. Jean Gerson, the great 15th-century theologian and churchman, once defined mysticism as "the experiential knowledge of God that comes through the embrace of unitive love." In this course, we will explore the lives and writings of some of the great mystics, those remarkable individuals who claim to have tasted first-hand this "experiential knowledge of God." P. Only open to students in the Honors Program.

HRS 345. Sources and Methods: The World and Writings of St. Augustine. 3 credits.
St. Augustine (354-430) is among the greatest and most influential of Christian theologians. This course offers in-depth examination of both his career and his theology, exploring his major works (Confessions, On the Trinity, and On the City of God) his doctrine-shaping controversies with Donatists and Pelagians, and his influence on Christian views of creation, Church, sacraments, and grace. P. Only open to students in the Honors Program.

HRS 346. Sources and Methods: Philosophy as Therapy. 3 credits.
We will study the ways philosophers of various eras have employed philosophical therapies (e.g., against emotional turmoil or distorted outlooks on the world). We will explore the strengths and limitations of philosophical therapy and compare its techniques with those of psychological, sociological, and spiritual therapies. P. Only open to students in the Honors Program.

HRS 347. Sources and Methods: Stoics in Film and Literature. 3 credits.
Study of the idea of the stoic as presented in various literary genres, philosophical texts, and films. Examination of the stoic life as portrayed in poems, short stories, novels, treatises, letters, and video media. P. Only open to students in the Honors Program.

HRS 348. Sources and Methods:Pictures and Words: The Visual Book. 3 credits.
Pictures and Words will introduce the student to the history and fine art of photographic materials in books and visual design, as well as present the student with an introductory studio arts course in the hands-on creation of visual books with photographic materials and written text. P. Only open to students in the Honors Program.

HRS 349. Two Philosophical Perspectives. 3 credits.
This course compares philosophies that treat the same issues from instructively different perspectives. Students will learn how different philosophical methods influence the articulation and resolution of problems, and how different conceptual apparatus enable philosophers to engage the same problems differently. May be repeated one time. P. Membership in the Honors Program.

HRS 351. Colonialism and Agency. 3 credits.
This course investigates colonialism and human agency in modern history, with an emphasis on relations between "East" and "West." It first examines the philosophical and methodological approaches of historical inquiry and then outlines the basic theoretical models for understanding colonialism, agency, and post-coloniality, balancing theory with primary accounts of colonialism. P. Membership in the Honors Program.

HRS 352. Sources and Methods: Organizational Rhetoric. 3 credits.
Organizational rhetoric is the strategic use of symbols to generate meanings: communication processes through which organizations influence popular attitudes and public policies. Students use rhetorical critical methods to analyze how people within organizations use language to generate collective identities, to communicate with stakeholders, to reinforce organizational values, and in many ways, to control. P. Membership in the Honors Program.

HRS 353. American Classical Music. 3 credits.
The course investigates Western art music from the American perspective - everything from the music of indigenous people, to the New World classical music, to the birth of jazz, film, and Broadway, and the 20th century American avant garde. Students will also develop listening skills for the aural analysis of such music. P. Membership in the Honors Program.

HRS 354. Antiquity in Modern Media. 3 credits.
This course will explore the advantages and disadvantages of learning about the Near East, Greece, and Rome through such non-traditional media as the performing arts, games, sports, and graphic novels. It will also introduce students to three methods for studying ancient history: social history, cultural history, and political history. P. Membership in the Honors Program.

HRS 355. Biotechnology. 3 credits.
An introduction to biotechnology and its application in a variety of disciplines. Since biotechnology is based on the techniques and tools in several fields, students will learn the details of fields such as molecular biology, biochemistry, bioinformatics, and genetics. We will also explore the ethics of implementing this technology. P. Only open to students in the Honors Program.

HRS 356. Archaeology and Politics. 3 credits.
This class will analyze the political use of the past with a focus on archaeological and artistic cultural monuments in the ancient Mediterranean and Near East. We will explore the intertwining of modern political ideologies with the way past cultural heritage is collected, interpreted, presented, and maintained. P. Only open to students in the Honors Program.

HRS 358. Literature Religion Philosophy. 3 credits.
This course examines the ways in which religious activity, beliefs, and aspirations are presented in literature. Can literature convey information about religion that standard academic discussions cannot? Does literature help to convince us that certain religious beliefs are plausible or implausible, or that certain religious aspirations are worthwhile or not? P. Only open to students in the Honors Program.

HRS 360. The Search for Christian Unity. 3 credits.
This course tackles the daunting task of understanding the root cause of divisions among Christians as well as the ways Christians have attempted to overcome these divisions. The bulk of this course will focus on the phenomenon of the ecumenical movement. P. Membership in the Honors program.

HRS 361. Topics in Political Science. 3 credits.
This course will focus on a specific problem in political science (such as predicting elections, legislative strategy, or collective choice and electoral rules). After learning the concepts, theories, and methods needed to address the semester's topic students will apply that background knowledge to resolve a particular question. P. Membership in the Honors program.

HRS 362. Multiculturalism. 3 credits.
We shall look at the problem of multiculturalism from a variety of practical and theoretical perspectives, using philosophical, fictional, and autobiographical works addressing encounters between different cultures. What does multiculturalism imply, and how should we best approach ideas and values that may seem alien to our established way of thinking? P. Membership in the Honors program.

HRS 363. Sources and Methods: Opera and the Novel. 3 credits.
Borrowing from dramatic and literary criticism, Opera and the Novel explores the relationship between the two most popular literary and dramatic forms of the nineteenth century, focusing specifically on adaptation, politics, gender, and performance in major operas, plays and novels. P. Membership in the Honors Program.

HRS 365. SAM: Chemistry of Brewing. 3 credits.
This course will examine fundamental scientific principles and pathways underlying the transformation of water, barley, hops and yeast into beer. Students will learn basic chemical analysis and brewing techniques via a combination of lecture instruction and hands-on activities. Must be at least 21 years old to participate. P. Membership in the Honors Program; Instructor Consent.

HRS 366. Sources and Methods: Biology with Darwin. 4 credits.
Students will engage in biological investigations following the work of Charles Darwin. Students will read excerpts of Darwin's scientific writings and personal correspondence and explore the current scientific literature that builds upon his ideas. In the laboratory, students will replicate classic experiments and test hypotheses based on Darwin's foundational work. P. Membership in the Honors Program and Program Consent.

HRS 367. Christianity & the Rwandan Genocide. 3 credits.
This course analyzes the 1994 genocide in Rwanda through the lenses of theology, history, politics and genocide studies. Particular attention is paid to the roles of religious communities, especially the majority Catholic Church, and questions of identity, violence, and reconciliation. P. Membership in the Honors program.

HRS 368. Phenomenology: A Science of Experience?. 3 credits.
An introduction to the sources and methods of phenomenology, one of the major theoretical underpinnings of philosophy in the last century, and one that continues to be influential today in philosophy and beyond. Phenomenology is characterized by a focus on method and purports to offer a science of first-person experience. P. Membership in the Honors program.

HRS 369. The Bible in Popular Culture. 3 credits.
This course will explore the ways in which individuals and themes in the Bible find their way into popular culture, such as music, film, comics, political debate, and habits of daily life. P. Membership in the Honors program.

HRS 370. Reading the City. 3 credits.
This interdisciplinary course in urban studies, drawing on diverse fields such as literature, philosophy, economics, political science, and medicine, will explore the city as a focal point for such topics as immigration, inequality, public space, inequality, and public health. P. Membership in the Honors Program.

HRS 371. Reading for Health. 3 credits.
This course explores the overlap between the study of literature and medicine. Through literature's revealing the social components of health, patients' narratives of their illness, and the way medical knowledge influences literary texts, these two disparate fields provide distinct opportunities to think about health, wellness, illness, and healing. P. Membership in the Honors program.

HRS 372. Poxes Plagues and Pandemics. 3 credits.
This course explore the history of infectious disease outbreaks from the Middle Ages to today, tracing the development of modern medicine andtheories of disease. We'll ask what we can learn about how diseases affect our bodies, groups of people, ways of thinking, politics, society, art, and literature.

HRS 390. Special Topics for Honors Students. 3 credits.
This course will address selected topics appropriate for students in the Honors Program. The specific topic will be listed as a course subtitle in the Schedule of Courses. May be repeated under different subtitles.

HRS 391. Great Ideas. 1 credit.
A student-driven discussion and tutorial on great ideas. Texts or artwork may be drawn from thinkers of any age and culture, for instance, the Vedictexts, Galileo's thought experiments, or Kuniyoshi's artwork. P. Membership in the Honors Program.

HRS 493. Directed Independent Study. 1-3 credits.
A course of study in a particular area of interest with a faculty member cooperating with the Honors Program. Limit of three hours. May not be undertaken in the same semester as HRS 497.

HRS 497. Directed Independent Research. 0-3 credits.
Course undertaken in the department of one's major. Students may not register for this course until research has been approved by the departmental research director. May be repeated twice. P. IC.

IDC 000. Study Abroad. 0-12 credits.

IDC 320. Jesuit Worldwide Learning: Global Perspectives in Liberal Arts. 1 credit.
This course is designed to introduce students to the mission of Jesuit Worldwide Learning (JWL) and to its students living at the margins. Texts and videos concerning Ignatian pedagogy and mission; marginalization and privilege; daily lives of refugees; and techniques for online teaching will be analyzed and discussed.

IDC 401. Service Learning in Local Communities - Sports and Education. 3 credits.
This course combines service learning in a local community and in a foreign country in order to compare experiences of the relationship between sports, education, and development across different cultures. P. Sr. stdng.

IDC 491. Women in Science. 1 credit. SP
Course designed to provide an historical overview of women in science while focusing on current practices. Discussion will emphasize barriers that women have faced in the past and strategies for coping, presently, in what is no longer a "man's field." Class meets once a week.

IDC 561. Exploring Holistic Health-Implications for Care and Policy. 3 credits.
This course explores different understandings of health and how these influence perceptions of care and ultimately policies pertaining to public health and health care. Students compare and contrast their understandings and perceptions with those of diverse groups encountered during a study abroad program.

IDC 590. Collaboration and Diversity: A Journey Through the Balkans. 3 credits.
This blended FLPA course introduces students to the context of the Balkans and involves visits to religious and historical sites. Through the course, students gain a sense of the world, their place within it, and understanding of the values of Men and Women for and With Others and Cura Personalis.

ITA 109. Beginning Italian for Daily Life I: Online Lab. 1 credit.
The online lab accompanies Beginning Italian for Daily Life I, which focuses on acquiring essential elements for basic communication and developing practical language skills. In this co-requisite course, students apply their emerging language skills by completing online reading, writing, listening, grammatical, and cultural activities to accompany classroom content. This course is graded Satisfactory/Unsatisfactory. CO: ITA 111.

ITA 110. Beginning Italian for Daily Life II: Online Lab. 1 credit.
The online lab accompanies Beginning Italian for Daily Life II, which focuses on acquiring essential elements for basic communication and developing practical language skills. In this co-requisite course, students apply their emerging language skills by completing online reading, writing, listening, grammatical, and cultural activities to accompany classroom content. NOTE: This course is graded pass/fail. P. ITA 109 or placement. CO: ITA 112.

ITA 111. Beginning Italian for Daily Life I. 3 credits.
This course introduces students to the language by focusing on the acquisition of essential elements for basic communication and development of the practical language skills (listening, speaking, reading, and writing) for communicating in daily life situations, as well as provides a broader awareness of and appreciation for the cultures of the countries where Italian is spoken. CO: ITA 109.

ITA 112. Beginning Italian for Daily Life II. 3 credits.
This course continues to develop the language-learning process by focusing on the acquisition of essential elements for basic communication and development of the practical language skills (listening, speaking, reading, and writing) for communicating in daily life situations, as well as provides a broader awareness of and appreciation for the cultures of the countries where Italian is spoken. P. ITA 111 or equivalent. CO: ITA 110.

ITA 225. Intermediate Italian. 3 credits.
This course is designed to help students make the transition to natural communication and develop the language-learning process by focusing on the expansion of necessary elements for development of the practical language skills (listening, speaking, reading, and writing) by using cultural and literary readings as well as grammatical exercises. It also provides a broader awareness of and appreciation for the cultures of the countries where Italian is spoken. P. ITA 112 or equivalent.

ITA 230. The Human Comedy: Love, Religion and Morality in Boccaccio's Decameron. 3 credits. SP
The Decameron by Giovanni Boccaccio (1313-1375) is a collection of one hundred stories organized within a historical framework that reflects the values and mentality of Italian society in Boccaccio's time. These stories are told by ten young narrators during a ten-day retreat spent fleeing the 1348 plague that infested Florence. The historical and cultural content of these stories includes views of gender, religious intolerance, the contrast between bourgeois and courtly love, and the importance of human nature. P. Critical Issues in Human Inquiry course or HRS 100 or HRS 101.

ITA 311. Advanced Italian I. 3 credits.
In this advanced Italian course students also refine their communicative skills as they read, write, discuss, and present the most intriguing facts and personalities in Italian history. P. ITA 225 or equivalent.

ITA 328. Studies in Contemporary Italian Culture: 1975-2002. 3 credits.
This course brings to life the past fifty years of Italian history and culture. By watching a popular Italian television series and selected documentaries, by reading a novel and various articles, and by listening to popular music, students will experience Italian student movements, the "lead years," and the historical divide between Southern and Northern Italy. P. ITA 311 or IC.

ITA 335. Italian Practicum. 1 credit.
The purpose of this course is to improve students' Italian speaking skills by offering regular practice in Italian conversation while enhancing their awareness of Italian culture. Course may repeated for a maximum of 3 credits. P. One 300-level ITA course.

ITA 366. Etruscan and Roman Art. 3 credits. OD (Same as ARH 366, CNE 366)
Sculpture, painting, and the minor arts of the Etrusco-Roman people.

ITA 375. History of Italian Renaissance Art and Architecture. 3 credits. (Same as ARH 375)
The Italian Renaissance studied through the material culture from 1200-1550 with an emphasis on the history of painting, sculpture and architecture. Important figures from the period include Giotto, Donatello, Leonardo da Vinci, Michelangelo, Raphael, and Titian.

ITA 377. Seventeenth-Century Art and Architecture. 3 credits. (Same as ARH 377)
The Age of the Baroque was one of the most dynamic in Western history. Absolute monarchs such as Urban VIII, Louis XIV, and Peter the Great ruled over growing empires from sumptuous new capital cities. Contact with the New World, Galileo's invention of the telescope, and Newton's discovery of the laws of physics challenged conceptions of the universe and humanity's place in it. A philosophical revolution unfolded led by Hobbes, Descartes, Spinoza, and Leibniz. Literature flourished with the works of Shakespeare and Cervantes, while Purcell and Bach wrote the century's soundtrack.

ITA 411. Introduction to Italian Literature. 3 credits.
This course is an introduction to major periods and movements of Italian literature from the Middle Ages to the present. There will be reading and discussion on selected topics. Course may be repeated for a maximum of three credits. P. ITA 311.

ITA 461. The City of Rome in Antiquity. 3 credits. OD (Same as ARH 461, CNE 461)
An Architectural, Artistic, and Social Historical Survey of the city of Rome, concentrating on the ancient city but also tracing its development (as appropriate) through modern times. Political History will be covered to the extent needed to provide a framework for the course, but does not overlap with CNE/HIS 404.

ITA 465. The City of Rome. 3 credits. (Same as ARH 465, CNE 465)
An architectural, urban, and social historical survey of the city of Rome from the end of the Empire, through the Middle Ages and Renaissance, and ending with the modern city. The class will focus on urban history, theory and design, but will cover political history to the extent needed to provide a framework for the course.

ITA 495. Directed Independent Study. 1-3 credits.
For individual students who wish to complete a directed study project that focuses on a topic within the field of Italian. Limit of three semester hours.

ITA 525. Roma: Passeggiate nella Citta Eterna. 3 credits. SU
Study abroad in Rome, Italy: Strolling in the Eternal City. Italy's capital city, offers students endless opportunities for personal enrichment. It is a cosmopolitan metropolis and a provincial city with a human dimension that provides a wonderful variety of squares, churches, Roman Forum, etc.. Students will learn its rich history and how the people of Rome speak and live as they visit some of Rome's major public spaces. Students who have already been exposed to Italian in the classroom will be able to use their language skills. P. IC.

ITA 535. Exploring Italy. 3 credits. (Same as CNE 535, ARH 535)
Students will learn the history of culinary culture, including cuisine, food production, and artisanal activity, through a week spent in Umbria. Students will then learn about the great political and artistic patrimony of Italy in the city of Rome, covering all periods of the city but with a special emphasis on the ancient and the modern city.

ITA 566. History of the Romance Languages. 3 credits.
The development of the Romance Languages from the earliest to the modern times; the introduction to general linguistic principles; the presentation of the substrata, the Latin base and the superstrata of the Romance languages from the earliest to modern times. P. ITA 225 or Instructor consent.

ITA 572. Italian History and Society in Italian Cinema. 3 credits.
This course will explore Italian history and changes in Italian society from 1900 to the present. Selected Italian films will serve to investigate the shaping of Italian society from the period of Fascism through the changes that occurred in the post-war decades: from the "Resistance" to contemporary social changes. P. One 300 level course or IC.

JPN 105. Survival Japanese. 3 credits.
An introductory course that covers the basics of spoken Japanese, Japanese customs, culture, and social behaviors. The course will introduce topics and themes that help students develop practical communication skills needed in an authentic Japanese speaking environment. Grammar and structural patterns will be briefly touched upon whenever necessary. This course is taught in Japan.

JPN 111. Beginning Japanese for Daily Life I. 4 credits.
This course introduces students to the language by focusing on the acquisition of essential elements for basic communication and development of the practical language skills (listening, speaking, reading, and writing) for communicating in daily life situations, as well as provides a broader awareness of and appreciation for the cultures of the countries where Japanese is spoken.

JPN 112. Beginning Japanese for Daily Life II. 4 credits.
This course continues to develop the language-learning process by focusing on the acquisition of essential elements for basic communication and development of the practical language skills (listening, speaking, reading, and writing) for communicating in daily life situations, as well as provides a broader awareness of and appreciation for the cultures of the countries where Japanese is spoken. P. JPN 111 or equivalent.

JPN 170. Crisis and Conflict in Contemporary Japan: Understanding How a Society Reacts to National Events. 3 credits.
This course examines how Japanese government and citizens confront and deal with a series of crisis and conflicts that have plagued contemporary Japan since the end of WWII. Students will examine how the Japanese society emphasizes the concept of harmony over the individual and relate how one country responds in a growing global context. Topics may include: Post-WWII, The Lost Decades, Low Birthrate, Aging Society, Environment, etc. Co: COM 101.

JPN 225. Intermediate Japanese. 3 credits.
This course is designed to help students make the transition to natural communication and develop the language-learning process by focusing on the expansion of necessary elements for development of the practical language skills (listening, speaking, reading, and writing) by using cultural and literary readings as well as grammatical exercises. It also provides a broader awareness of and appreciation for the cultures of the countries where Japanese is spoken. P. JPN 112 or equivalent.

JPN 230. Space, Place, and Life: A Literary Journey through Japan. 3 credits. SU
This course will explore various aspects of Japanese society through literature. Here, students will critically examine commonly held cultural notions and beliefs of Japan. While analyzing popular literary works of Japan, students will pay special attention to key themes in Japanese society, such as: the concept of family, the role of gender, the idea of tradition versus modernity, the perceptions about age or generational differences, among others in order to garner a new appreciation of the Japanese experience. This course is taught in English and takes place in Japan (FLPA). P. Critical Issues in Human Inquiry course.

JPN 311. Advanced Japanese I. 3 credits.
Development of refined and accurate expression in speaking and writing Japanese. P. JPN 225 or equivalent.

JPN 312. Advanced Japanese II. 3 credits.
Development of refined and accurate expression in speaking and writing Japanese. P. JPN 225 or equivalent.

JPN 313. Contemporary Japanese Culture and Society. 3 credits.
This course is designed to explore the world of Japanese popular culture. Students will gain insight into current Japanese society by examining anime (Japanese animation), music, television programs, sports, literature, and social fads. This interdisciplinary is conducted in English.

JPS 261. Dominican Republic in Context. 3 credits.
A study of the history, sociology and politics of the Dominican Republic and the Caribbean. Classroom work is integrated with service-learning and cultural immersion in a context of ethical analyses and reflection. Included in this 3-hour course is course work combined with a service requirement and a seminar. CO: JPS 461.

JPS 265. Cortina Seminar. 1 credit. SP
JPS 265 is a one-credit seminar addressing the four pillars of the Cortina Community: community, service, faith, and justice and the general theme of privilege and poverty Eight sections of approximately 14 students each will be offered, each taught by a different instructor, within that instructor's academic discipline but meeting the same requirements and engaging in cross-disciplinary conversation. P. Open to students in the Cortina community only.

JPS 271. Philosophical Ethics: Cortina Community. 3 credits. (Same as PHL 271)
This course is a component of the Cortina Community program. It is a critical study of fundamental philosophical theories, including a utilitarian theory, a deontological theory, and a virtue ethics theory, about the sources of moral obligation, moral virtue, justice, wisdom, and a good human life. Students will use these theories in conjunction with reflection on first-hand experience of serving others to evaluate critically their own ethical presuppositions and to form well-reasoned judgments about moral problems related to social justice. P. Membership in the Cortina Community, and one Philosophical Ideas course: PHL 110 or PHL 111 or PHL 112 or PHL 113 or PHL 118.

JPS 274. Theological Ethics: Social Action and Political Advocacy. 3 credits. ((Same as THL 274))
This course empowers students to advance justice by engaging moral theories and applying theological ethics to voting, advocacy, community organizing, and civil disobedience/nonviolent direct action. The course is academic service-learning and climate change is a particular focus. Satisfies Magis Core: Ethics. P. Philosophical Ideas course.

JPS 337. Anthropology of War and Peace. 3 credits. (Same as ANT 337, SOC 337. Magis: Do Soc Sci, Written Comm)
This course explores the dynamics of war and peace from an anthropological lens. Using ethnographic cases, students will examine approaches to peace, analyze the varied forms of violence that stifle it, and explore possibilities for transforming violent conflict. Students will apply anthropological methods to consider peacebuilding strategies in comparative contexts. Satisfies Magis Core: Doing Social Science, designated Written Communication course.

JPS 365. Liberation and Integration: Ignatian Reflections. 1 credit.
This seminar will examine a theory of faith or moral development and a biography of a social activist such as Dorothy Day or Martin Luther King, Jr. Satisfies Magis: Designated Oral Communication. P. Oral Communication course; Ethics course; Sophomore standing.

JPS 375. Advanced Cortina Seminar. 1 credit.
JPS 375 is a one-credit seminar for junior and senior participants in the Cortina Community on the theme of Social Justice and Public Policy. Students will learn about the policy making process so that they can analyze policies that contribute to various social injustices and help develop more just alternatives.

JPS 400. Public Health & Social Justice in Haiti. 3 credits.
This 17-day course for juniors and seniors includes two days on campus for pre-departure classroom work; ten days in Haiti to learn about its culture, microfinance and public health initiatives, and other development projects; daily reflection; and three days of post-trip classroom work on campus, including reflection on the experience. P. Junior standing; completion of a course in SOC or ANT with a C+ or better; GPA of 2.5 and good academic and disciplinary standing.

JPS 416. Healthcare Ethics: Public Health, Administration, and Clinical Care. 3 credits. (Same as HAP 416)
This course prepares students to navigate unique ethical challenges at the three interrelated levels of modern healthcare: macro (public health), meso (organizational), and micro (clinical). The course also engages the Ignatian tradition as a tool for discerning one's vocation in healthcare. Satisfies Magis Core Intersections; Designation: Ethics. P. Critical Issues in Human Inquiry course, Ethics course.

JPS 419. Bible, Spirituality & American Public Life. 3 credits. (Same as AMS 419, THL 419)
Exploration of the Biblical foundations of Christian spirituality, followed by critical examination of the implications for contemporary American life; includes attention to intersection of race, gender & economic realities. P. THL 110, THL 200.

JPS 421. Public Health and Social Justice in Haiti. 3 credits.
This FLPA (Faculty-Led Program Away) course includes pre-departure on-campus classroom work, followed by immersion in Haiti to learn about its culture, public health and microfinance initiatives, and other development projects, and post-travel classroom work. In addition to reading and discussion, students will engage throughout the course in daily reflection as a group and in individual student journaling. Course content emphasizes health and justice issues in Haiti as outgrowths of historical and present-day global interrelationships - particularlybetween Haiti and the U.S. Students will develop a proposal for action that is grounded in careful attention to the complexities of this interrelationship. P. Critical Issues in Human Inquiry; Senior standing.

JPS 430. Violent Environments and Sustainability. 3 credits. (Intersections course; Same as ANT/EVS/SOC 430)
This course examines environmental violence and sustainability from an interdisciplinary perspective. Using ethnographic cases, we will consider environmental struggles for justice in relation to war, displacement, and political violence. Students will analyze how people resist and transform violence and explore concrete strategies for building a more just and sustainable world. Prereq: Critical Issues in Human Inquiry.

JPS 443. Ecclesiology in Global Context. 3 credits. (Same as THL 443)
The Catholic Church as present within various countries around the world provides unique opportunities for understanding how local churches incorporated the call of the Second Vatican Council to read the signs of the times and interpret them in the light of the Gospel. Immersion learning allows contact experiences with people and different realities to teach and supplement academic material in the classroom. P. One Magis Core Critical Issues in Human Inquiry course and one 100-level THL course.

JPS 460. Models and Heroes of Service and Justice. 3 credits. SP
Course Description: This course explores five models of service and justice: advocacy, solidarity, ecological stewardship, hospitality, and compassion. The course then examines "moral exemplars" who embodied each model: Martin Luther King, Jr., Dorothy Day, Oscar Romero, Mother Teresa, Greg Boyle, and Dorothy Stang. The course utilizes readings, films, lectures, and student-led discussions. Statisfies Magis Core: Intersections; Magis Designated: Ethics. P. Critical Issues in Human Inquiry, Ethics.

JPS 461. The Crucified People of Today. 3 credits.
A multi-disciplinary study of social justice issues pertaining to people experiencing material poverty. This course will combine Theological beliefs to make meaning out of the injustices in our world, with Economics views that address sustainable development ideas to eradicate extreme poverty. Classroom work is integrated with service-learning and cultural immersion in a context of ethical analyses and reflection. CO: JPS 261; P. One Magis Core Critical Issues in Human Inquiry course.

JPS 465. Faith and Political Action. 3 credits. AY (Same as PLS 465)
Challenges students to understand theological and political science perspectives on social policy issues and the work of religious-based organizations in politics. Course includes 20 hours of work with a community partner during the semester. P. Sr. stdg.

JPS 470. Poverty in America. 3 credits. (Same as EDU 470)
The intent of this course is to provide students with an understanding of the cultural, economic and political structures of an impoverished society, to understand the dilemmas inherent in poverty and to develop an attitude of sensitivity and connectedness with those in this plight. P. PHL 250 or THL 250; One Magis Core Critical Issues in Human Inquiry course; IC.

JPS 495. Directed Independent Study. 1-4 credits. OD
Offered especially JAS majors but open to any interested student. May be repeated to a limit of 6 hours. P. IC.

JPS 499. Land More Than a Job: Justice, Career, and Vocational Discernment. 3 credits.
Are you discerning your post-college vocation? Are you interested in working for justice in your future career? This course explores understandings of justice and pathways to advance justice. Course content includes readings, guest speakers, career building exercises, classroom discussion, and insights from Ignatian discernment. Satisfies Magis Intersections, designated Ethics course. P. Critical Issues in Human, Inquiry, Ethics, Sr. standing.

JPS 565. Catholic Social Teaching. 3 credits. SP (Same as THL 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.

JPS 588. Christian Ethics Of War And Peace. 3 credits. FA (Same as THL 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 or THL 250 or Magis Core Ethics course and Jr. stdg.

JRM 215. Media Literacy. 3 credits. FA, SP (Magis: Understand Soc Sci; Designated Technology)
This introductory course explores the impact of media, digital communication, and technology on society. Students will analyze the fundamental concepts and questions connected to media literacy and learn how to critically apply those skills in their everyday lives. Students will also learn how technological changes continue to shape the future of mass communications and will explore various concepts including fake news, attention economy, online civic reasoning, data visualization, and cyber security/privacy. Satisfies Magis Understanding Social Science, designated Technology course.

JRM 315. Public Relations and Advertising Principles. 3 credits. FA
This is a collaborative, team-taught class that will incorporate half a semester each of PR Principles and Advertising Principles. In both you will learn about fundamental principles of persuasion, targeting, advocacy work and how these two distinct but related fields work with audiences.

JRM 319. Media Writing. 3 credits. FA, SP, SU
Students learn basic news writing forms and techniques and develop their interviewing and writing skills in gathering and writing news and feature stories for the student newspaper. The course also introduces students to ethical, legal and other issues surrounding the role of media in a democratic society. P. One Magis Core Contemporary Composition course.

JRM 320. Professional Writing. 3 credits. FA
A course that teaches students to apply their writing and communication skills to professional formats such as executive summaries, power point presentations, abstracts of technical articles, professional proposals, copy for posters and copy for web pages. Course work will include oral presentations and integration of writing and graphics. P. Contemporary Composition course.

JRM 321. Advanced Reporting. 3 credits. OD
The advanced course builds on skills and concepts developed in JRM 319, Media Writing. Students research and write in-depth news articles for publication in campus media and beyond, focusing on specialized forms of reporting about government, business and politics. The course also emphasizes using computer tools, documents, data collection and analysis in the reporting. P. JRM 319.

JRM 322. Feature Writing. 3 credits. OD
The course explores the art of writing numerous types of features for newspapers and magazines including personality profiles, in-depth examinations of issues and problems, reviews, columns, editorials and humor. Course will stress research, writing and analytical skill development. Students also learn free-lance writing techniques and methods. P. JRM 319 or IC.

JRM 326. Sportswriting. 3 credits. OD
This in-depth course in the art of sportswriting provides students with experience in covering sports. The topics include how to interview coaches and players, how to obtain and report on sports statistics and how to write a variety of sports features incorporation multimedia. P. JRM 319.

JRM 327. Social Media. 3 credits. FA
This course explores the development, art and practice of writing, editing and producing social media content over a range of platforms and networks in news, public relations and advertising. The course also will examine ethical and legal aspects of social media and its role in social justice.

JRM 331. Editing. 3 credits. FA
The course introduces students to the fundamentals of preparing copy for publication by emphasizing grammar, punctuation, style, consistency, clarity and accuracy. Students learn to work with writers, to write headlines and captions, to develop infographics and to be aware of ethical, legal and taste considerations when editing. P. JRM 319.

JRM 339. Global Case Studies. 3 credits. SP
The course explores stakeholder engagement and stakeholder management in a variety of disciplines, fields, and cultural contexts. Through case studies and scholarly research, students will investigate how leaders can develop their intercultural skills to foster optimal engagement and understanding in a global society. P Understanding Social Science.

JRM 341. Public Relations Writing. 3 credits. FA (Magis: Written Communication)
The course offers an in-depth examination and hands-on experience in the writing of various public relations formats including direct mail pieces, brochures, news releases, thought leadership blogs, speeches, grants and social media/website content. Students will also develop their editing skills. Satisfies Magis designated Written Communication course. P. Contemporary Composition, Sophomore standing or IC.

JRM 347. Media Strategy. 3 credits. FA
This course provides integrated and comprehensive experiences in advertising decision making. Experience gained in advertising principles, and advertising media writing is culminated in planning, executing and proposing a comprehensive advertising campaign. Working in teams, students will approach and solve advertising problems as an agency would for a client. May be repeated up to three times. P. JRM 315 or IC.

JRM 365. International Mass Communications. 3 credits. OD
The course examines the role of the mass media in an era of globalization and mass media's impact on societies throughout the world, emphasizing the issue of freedom of expression and of the press. The countries studied reflect areas of special contemporary interest.

JRM 419. Online Storytelling. 3 credits. SP
This course provides vital digital skills to future journalism and public relations professionals. As communication shifts online and to mobile platforms, this course places an emphasis on developing familiarity with multiple platforms and storytelling genres. Students will also learn the dynamics of data in augmenting storytelling and behavior tracking audience. P. JRM 319 OR JRM 320.

JRM 433. Advertising Copywriting and Design. 3 credits. SP
The course explores techniques in writing advertising copy for all media using practical assignments. P. JRM 315.

JRM 435. History of American Mass Media. 3 credits. SP
The course explores the history of mass communication and mass media in America and its role in society, from the forerunners of the newspaper to current trends in digital media. Students will learn about the history of press freedoms and will explore how media history and American political and social history are intertwined. P. Critical Issues in Human Inquiry; Junior or Senior Standing.

JRM 438. Media Ethics and Law. 3 credits. SP
Using numerous case studies, the ethical principles of media practice are explored, in addition to the legal principles of defamation, privacy, copyright, and trademark laws. First Amendment moral and legal issues are explored also. P. Ethics course.

JRM 440. Media Research. 3 credits. FA, SP
This course is designed to teach students to conduct or understand research methods that are often used in the mass communication industry. Discussion covers and applies mass communication theories, sampling methodologies, statistical analysis, and interpretation of data. The course also introduces students to qualitative research methods common in mass communication research. P. Mathematical Reasoning course; Junior standing.

JRM 445. Public Relations Campaigns. 3 credits. SP
This course provides comprehensive insights into public relations decision making. Experiences gained in the class will help students execute an integrated public relations campaign. Students will work in teams as they conduct a public relations audit and develop a comprehensive public relations plan for a local or national non-profit client. Students will also learn the fundamentals of public relations event planning and public relations advocacy. Course may be taken twice for a total of 6 credits. Prereq: JRM 315 or MKT 377 or Instructor Consent.

JRM 455. Projects in Communication. 1-3 credits. FA, SP, SU (Same as GDE 455)
Students develop a project in any of the mass media that is approved by a faculty member. The course may be repeated until a maximum of six credit hours have been accrued. Graded Satisfactory/Unsatisfactory. P. IC.

JRM 477. Advanced News Production. 1-3 credits. FA, SP
Students gain experience by working for one of the department's student media including The Creightonian or Creightonian Online. May be repeated for up to nine credit hours. P. IC.

JRM 479. Graphic Design Internship. 1-3 credits.
Students will gain professional experience in graphic design through working in supervised graphic design jobs. Graded Satisfactory/Unsatisfactory. P. GDE 380 and IC.

JRM 481. Broadcast and Video Internship. 1-3 credits.
Students gain professional experience through working for a radio, television or cable organization on a part-time basis for a semester or during an interterm period on a full-time basis. Graded Satisfactory/Unsatisfactory. P. IC.

JRM 483. Public Relations Internship. 1-3 credits. FA, SP, SU
Students gain professional experience by placement in a public relations department or agency on a part-time basis for one semester (or appropriate period during summer or interterm periods on either a full- or part-time basis) to learn how particular problems in public relations are handled and the methods used by that department or agency to communicate with its various publics. May be repeated. Graded Satisfactory/Unsatisfactory. P. IC.

JRM 485. News Internship. 1-3 credits. FA, SP, SU
Students gain professional experience with placement in news medium or agency on a part-time basis for one semester (or appropriate period during summer or interterm periods on either a full- or part-time basis) to gain practical experience in news gathering, writing and editing. May be repeated. Graded Satisfactory/Unsatisfactory. P. IC.

JRM 487. Advertising Internship. 1-3 credits. FA, SP, SU
Students gain professional experience by placement in a communications medium or agency on a part-time basis for one semester (or appropriate period during summer or interterm periods on either a full- or part-time basis) to gain practical experience in the procedures and functions of planning, preparing, placing and selling advertising messages and materials. May be repeated. Graded Satisfactory/Unsatisfactory. P. IC.

JRM 493. Directed Independent Readings. 1-3 credits. FA, SP, SU (Same as GDE 493)
Students work with a faculty member who agrees to supervise the directed independent readings. May be repeated until a maximum of six credit hours has been accrued. P. IC.

JRM 529. Law of Mass Communication. 3 credits. FA, SU
The course examines the legal limitations and privileges affecting publishing and broadcasting including libel, copyright, constitutional guarantees and restrictions on freedom of the press, the FCC, FTC, etc. P. Jr. stdg.

JRM 599. Senior Capstone: Entrepreneurial Media. 3 credits. FA
This project-based capstone is for journalism seniors in the news, advertising, public relations tracks. The course explores entrepreneurship and innovation in a media landscape that is constantly evolving. The course focuses on concepts of entrepreneurship and new media business models. Student research, design, and pitch an entrepreneurial idea that integrates content from their major courses with new content on entrepreneurship. P. Senior Standing; Journalism majors; Oral Communication course.

JRM 999. Upper Level JRM Transfer Cred. 1-21 credits.

LAT 111. Beginning Latin I. 3 credits.
Course designed to focus on the basic vocabulary, grammar, and syntax of Classical Latin as well as provide insight into Roman culture.

LAT 112. Beginning Latin II. 3 credits.
Course designed to continue the introduction of the basic vocabulary, grammar, and syntax of Latin as well as provide insight into Roman culture. In addition, selections from major authors of Latin prose will be read. P. LAT 111 or equivalent.

LAT 225. Intermediate Latin. 3 credits.
Selections from Cicero's orations and/or other verse authors. This course applies and extends the language study done in LAT 112. P. LAT 112.

LAT 301. Readings in Latin. 3 credits.
Selected readings of major Latin authors, such as Caesar, Vergil or the Younger Pliny. Review of Latin grammar and syntax. Study of the prose and poetic styles of the authors read. P. LAT 225 or equiv.

LAT 302. Latin Lab. 1 credit.
This course is designed to improve Latin language skills in reading comprehension, translation, and active, conversational Latin, while also introducing students to some of the cultural contexts of the Latin language across time and space, with an emphasis on post-Medieval Latin, beyond the Mediterranean. This is a hybrid course that meets ca.4O % online. P. LAT 112 or equivalent.

LAT 303. Latin Prose Composition. 3 credits. SP
Presentation of sufficient material for exercising the finer points of Latin style. Imitation of the masters of Latin style, especially Caesar, Cicero, and Vergil. P. LAT 225 or equiv.

LAT 400. Early Latin Authors. 3 credits.
Students will read authors of the Early period (such as Plautus, Cato, or Terence). This course is repeatable to a max of 6 credits. P. LAT 225 or equiv.

LAT 401. Early Latin Themes and Genres. 3 credits.
Students will pursue thematically-tied or genre-related readings of various authors of the Early period (such as the Twelve Tables, inscriptions, or readings to explore the evolution of Latin). Course may be repeated to a max of 6 credits. P. LAT 225 or equiv.

LAT 402. Classical Latin Authors. 3 credits.
Students will read authors of the Classical period (such as Cicero, Lucretius, Catullus or Caesar). This course may be repeated to a max of 6 credits. P. LAT 225 or equiv.

LAT 403. Classical Latin Themes and Genres. 3 credits.
Students will pursue thematically-tied or genre-related readings of various authors of the Classical period (such as a focus on epic, oratory, or historical works). This course may be repeated to a max of 6 credits. P. LAT 225 or equiv.

LAT 404. Augustan Latin Authors. 3 credits.
Students will read authors of the Augustan period (such as Vergil, Horace, Livy, or Ovid). This course may be repeated to a max of 6 credits. P. LAT 225 or equiv.

LAT 405. Augustan Latin Themes and Genres. 3 credits.
Students will pursue thematically-tied or genre-related readings of various authors of the Augustan period (such as a focus on historiography, elegiac poetry, or epic). This course may be repeated to a max of 6 credits. P. LAT 225 or equiv.

LAT 406. Post-Augustan/late Latin Authors. 3 credits.
Students will read authors of the Post-Augustan and late period (such as Petronius, Lucan, Tacitus, or Augustine). This course may be repeated to a max of 6 credits. P. LAT 225 or equiv.

LAT 407. Post-Augustan/late Latin Themes and Genres. 3 credits.
Students will pursue thematically-tied or genre-related readings of various authors of the Post-Augustan and late period (such as the Latin Church Fathers or historical topics). This course may be repeated to a max of 6 credits. P. LAT 225 or equiv.

LAT 408. Medieval Latin Authors. 3 credits.
Students will read various authors of the Medieval period (such as Notker, Einhard, or Aquinas). This course may be repeated to a max of 6 credits. P. LAT 225 or equiv.

LAT 409. Medieval Latin Themes and Genres. 3 credits.
Students will pursue thematically-tied or genre-related readings of various authors of the Medieval period (such as a focus on history, Carolingian biography, etc.). This course may be repeated to a max of 6 credits. P. LAT 225 or equiv.

LAT 410. Diachronic Readings in Latin. 3 credits.
Students will read works by Latin authors from different periods. They will be linked in any number of ways, e.g., by genre, theme, or subject matter. This course may be repeated to a max of 6 credits. P. LAT 225 or equiv; Critical Issues in Human Inquiry: Contemporary Composition; Oral Communication.

LAT 411. Readings in Greek and Latin. 3 credits. (Same as GRK 411)
Students will pursue thematically-linked reading of the works of Greek and Latin authors from different periods (such as comparative readings in drama, or philosophy, or historiography). May be repeated to a max of 6 credits. P. LAT 225 or equiv. and GRK 225 or equiv.

LAT 493. Directed Independent Readings. 1-3 credits. FA, SP, SU
Designed to meet the special needs of qualified students. Credit by arrangement. This course may be repeated to a max of 6 credits. P. DC.

LAT 498. Senior Capstone Seminar. 3 credits. FA (Same as CNE 498, GRK 498)
Directed research on a general topic; preparation and public presentation of a senior thesis. LAT 498 open only to Latin majors.

LDR 000. LDR Transfer Credit. 1-21 credits.

LDR 220. Ignatian Leadership: Ethics and Reflection. 3 credits.
Recognizing that leadership is an ongoing process and way of living, students explore leadership through an introductory framework, ethical foundations, and explicitly Ignatian perspectives to assist in forming their personal and professional leadership practices. The course is designed to be interactive and thought provoking while encouraging self-assessment and value development.

LDR 420. Experiential Leadership. 3 credits.
As the capstone course for the Leadership minor, LDR 420 is designed to help students integrate previous academic study of leadership with practical leadership experience. In this course, students gain leadership experience through a university, community, or professional leadership role and analyze this experience in light of leadership theory. P. LDR 220, COM 320 and instructor consent.

MIL 100. Leadership Laboratory. 0 credits.
Leadership Laboratory provides initial and advanced military leadership instruction in military courtesy, first aid, and practical field training exercises. Functions and responsibilities of leadership positions are developed through cadet command and staff positions. May be repeated one time. CO: MIL 170 or 171.

MIL 170. Introduction to Critical Thinking and the Army I. 2 credits.
MIL 170 is designed to develop critical thinking skills of students while ensuring they grasp information on being a professional in the United States Army. The overall focus is the development of basic knowledge and comprehension of Army leadership while gaining an elementary understanding of the Reserve Officers' Training Corps (ROTC) program, its purpose in the Army, and its advantages for students. The follow-on for this course is MIL 171 and its COM 101 co-requisite. At the conclusion of all three courses, students will have fulfilled the Magis Core Requirement for Critical Issues in Human Inquiry.

MIL 171. Introduction to Critical Thinking and the Army II. 2 credits.
MIL 171 is designed to increase critical thinking skills of students while ensuring they grasp additional information on being a professional in the United States Army. The overall focus in the continued development of basic knowledge and comprehension of Army leadership while gaining an advanced understanding of the Reserve Officers' Training Corps (ROTC) program, its purpose in the Army, and its advantages for students. At the conclusion of this course, students will have fulfilled the Magis Core Requirement for Critical Issues in Human Inquiry. CO: MIL 100.

MIL 200. Leadership Laboratory II. 0 credits.
This second-year leadership laboratory parallels MIL 201/MIL 202 classroom instruction, reinforcing concepts learned in class with practical hands-on training exercises and activities. Training is focused on more advanced individual and collective small unit skills such as small unit leadership and tactics doctrine, land navigation, basic rifle marksmanship, and drill and ceremonies. May be repeated one time. CO: MIL 211 or MIL 212.

MIL 205. Basic Leadership Camp. 3 credits. SU
Six weeks of preparatory training at Fort Knox, Kentucky. Travel pay and salary stipend provided through the Military Science Department. The student is not obligated to any military service as a result of attending Leadership Training Course. Course graduates are eligible to enroll in Advanced Military Science courses. Students are also eligible to compete for full-tuition two-year scholarships. P. DC.

MIL 207. Fundamentals Of Army Ranger Training. 2 credits. FA
This course is designed to train students for local and regional competition in such areas as leadership, physical endurance, basic soldier skills, and small-unit tactics.

MIL 208. Advanced Army Ranger Training. 2 credits. SP
This course is designed to train students for local and regional competition in such areas as leadership, physical endurance, basic soldier skills, and small-unit tactics.

MIL 211. Basic Individual Leadership Techniques. 2 credits. FA
Course designed to develop student leadership and critical individual skills. Training is basic in nature and includes leadership techniques, written and oral communication, rifle marksmanship, fundamentals of land navigation, and physical fitness. P. MIL 170 and MIL 171; CO: MIL 200.

MIL 212. Advanced Individual Leadership Techniques. 2 credits. SP
Continues the development of student leadership and critical individual military skills. Training focuses on advanced military skills and includes orienteering, field survival skills, operation and training. P. MIL 170, MIL 171; CO: MIL 200.

MIL 213. Military Science And Leadership. 2 credits.
Nurse cadet only. This course compresses Military Science II year into one semester. It is designed to develop students' knowledge of self, self-confidence, and individual leadership skills. Through experiential learning activities, students develop problem solving and critical thinking skills, and apply communication, feedback and conflict resolution skills.

MIL 215. United States Military History. 3 credits. FA, SP
A study of the theory and practice of war beginning in colonial times through the military engagements and peace keeping operations of the 1990's. Emphasis is on United States participation in these military operations.

MIL 300. Leadership Laboratory III. 0 credits.
This laboratory parallels MIL 301/MIL 302 classroom instruction and places the student in leadership positions within the cadet corps, providing greater challenges in order to build confidence and enhance mastery of individual skills. Activities focus on honing military skills and mastery of small unit leadership and tactics. May be repeated one time. CO: MIL 301 or MIL 302.

MIL 301. Adaptive Team Leadership. 3 credits.
Successful completion of this course will help prepare you for success at the ROTC Cadet Leader Course which you will attend next summer at Fort Knox, Kentucky. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, and practical exercises, a mid-term exam, and a final exam. P. MIL 211, MIL 212. CO: MIL 300.

MIL 302. Training Management and the Warfighting Functions. 3 credits.
This is an academically challenging course where you will study, practice, and apply the fundamentals of Army Leadership, Officership, Army Values and ethics, personal development, and small unit tactics at the team and squad level. At the conclusion of this course, you will be capable of planning, coordinating, navigating, motivating and leading a team or squad in the execution of a tactical mission during a classroom PE, a Leadership Lab, or during a Situational Training Exercise (STX) in a field environment. You will receive systematic and specific feedback on your leader attributes values and core leader competencies from your instructor and other ROTC cadre and MSL IV Cadets. P. MIL 301.

MIL 351. Advanced Leadership Camp. 3 credits. SU
Cadets attend intensive leader and management training. The training is conducted during the summer months between the junior and senior years at Fort Knox, Kentucky. The student's ability to demonstrate followership, mental agility, empathy, and all other Officer traits are thoroughly evaluated. Travel pay and salary stipend provided through the Department of Military Science. P. MIL 301 and MIL 302; IC.

MIL 352. ROTC Nurse Summer Training. 3 credits. SU
A three-week, 120-hour clinical assignment with an Army Nurse Corps preceptor at an Army hospital in the U.S. or oversees. Available to ROTC nursing students with at least one clinical nursing course, follows successful completion of MIL 351. The student receives travel pay and a salary stipend through the Military Science Department. Improved clinical skills and self-confidence that comes with experience will enhance performance in nursing curriculum and Military Science. P. MIL 301 and MIL 302, DC.

MIL 400. Leadership Laboratory IV. 1 credit.
Laboratory designed to allow senior cadets to demonstrate mastery of leadership and tactical skills developed throughout their cadet career in preparation for becoming commissioned Army officers. The cadet staff plans, resources, and executes training for the MIL 100, 200 and 300 labs. The focus of this class is to prepare students for Basic Officer Leader Development Phase B (BOLC-B). May be repeated one time. CO: MIL 401 or MIL 402.

MIL 401. Mission Command and Advanced Leadership. 2 credits.
This course explores the dynamics of leading in the complex situations of current military operations. Students will examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. You also explore aspects of interacting with non-government organizations, civilians on the battlefield, the decision making processes and host nation support. The course places significant emphasis on preparing you for BOLC B and your first unit of assignment.

MIL 402. Military Management Seminar. 2 credits. SP
Leadership and management problems involved in the operation of a small unit including personal affairs, military justice, moral and social duties and obligations of a military officer. P. MIL 301 and MIL 302. CO: MIL 400.

MIL 493. Directed Independent Readings. 1-3 credits. FA, SP
A course consisting of research and presentation. The goal of the class is to research relevant military tactics and leadership topics and present that subject to the instructor in an effort to prepare the cadet to serve in the U.S. Army as a Second Lieutenant. P. DC.

MIL 494. Directed Independent Study And Seminar I. 1-3 credits. FA
A course consisting of research and presentation. The goal of the class is to research relevant military tactics and leadership topics and present that subject to the instructor in an effort to prepare the cadet to serve in the U.S. Army as a Second Lieutenant. This course is restricted to BSN students.

MIL 495. Directed Independent Study And Seminar II. 1-3 credits. SP
Military Science 495 is a one to three credit hour course consisting of research and presentation. The goal of the class is to research relevant military tactics and leadership topics and present that subject to the instructor in an effort to prepare the cadet to serve in the U.S. Army as a Second Lieutenant. This course is restricted to BSN students.

MTH 103. Intermediate Algebra. 3 credits. FA, SP, SU
Topics from second-year algebra to form an introduction to college algebra.

MTH 105. Math for Elementary Teachers. 4 credits.
Typical elementary school topics will be reviewed and extended to related topics of exponential notation, significant figures, measures of change, economic principles and the normal distribution. In so doing, all applicable NCTM Standards will be covered.

MTH 125. Practical Math. 3 credits.
To present common situations requiring quantitative analysis or calculations, to prepare the student to think logically through these situations, to model them mathematically, and to reach an accurate conclusion. Two years of high school algebra is expected. This course is repeatable to a max of 9 credits.

MTH 131. Earth Algebra. 3 credits. FA, OD
College Algebra material; environmental issues; functions; atmospheric carbon dioxide concentration; composite functions and inverses; global temperature and ocean level; quadratic functions; systems of linear equations and matrices; carbon dioxide emission. P. Four semesters of high school algebra.

MTH 139. Precalculus. 3 credits. FA, SP
This course will cover the basic concepts that are required for further study of mathematics including a course in calculus. The course topics include solving linear, quadratic, exponential and logarithmic equations; linear and quadratic inequalities; properties and graphs of polynomial, rational, exponential, logarithmic, trigonometric and inverse trigonometric functions; angles; right triangles; trigonometric identities and equations.

MTH 141. Applied Calculus. 3 credits. FA, SP, SU
Main topic is differential and integral calculus and applications. Includes sections on partial derivatives. P. Heider College of Business students only.

MTH 161. Business Statistics. 3 credits.
An introduction to descriptive and inferential statistics for business. Topics include measures of central tendency and dispersion, sampling and estimation, confidence intervals, regression and correlation, and relevant examples from business, finance and economics. This course for HCOB students and Economics majors and minors in CCAS only.

MTH 205. Mathematics for the Modern World. 2 credits.
Foundations course in mathematics for those not needing calculus. Topics include basic number theory, graphs, estimation, data analysis and curve fitting, probability and analysis of risk, and fairness in voting systems.

MTH 206. Mathematical Reasoning and Statistics. 3 credits.
This is a 3-credit online course for students not needing calculus. We will be considering basic number theory, graphs, estimation, data analysis, probability, statistics, and analysis of risk. You will become familiar with these topics and demonstrate mastery via weekly homework, discussion posts, and quizzes, two written projects, and one cumulative exam.

MTH 231. Calculus for the Biological Sciences. 3 credits.
Differential and integral calculus and a brief introduction to differential equations, with applications to the biological sciences. NOTE: Not intended for CHM, MTH and PHY majors.

MTH 245. Calculus I. 4 credits. FA, SP, SU
Differential and integral calculus of algebraic and transcendental functions.

MTH 246. Calculus II. 4 credits. FA, SP, SU
Techniques of integration, infinite series, and other topics. P. MTH 245 or equivalent.

MTH 249. Modeling the Physical World I. 3 credits.
First semester in the sequence on mathematical modeling using calculus. Course is taught jointly with PHY 221. Topics include elementary differential equations, techniques of integration, sequences and series, vector analysis, and applications. This course is equivalent to MTH 246. P. MTH 245 or permission of the instructor. CO: PHY 221.

MTH 260. Introduction to Statistics. 3 credits.

MTH 310. Introduction to Abstract Mathematics. 3 credits. FA, SP
A systematic study of the basic concepts in mathematics, including set theory; logic; proof techniques, basic properties of integers; relations; functions; congruences; introduction to groups; sequences and series, and basic properties of a topological space. P. MTH 246 or MTH 249 or equivalent.

MTH 321. Euclidean and Non-Euclidean Geometry. 3 credits.
Basic geometric concepts and applications. P. MTH 246 or MTH 249.

MTH 347. Calculus III. 3 credits. FA, SP
This course covers vector algebra and calculus in two- and three-dimensional space. P. MTH 246 or MTH 249 or equivalent.

MTH 349. Modeling the Physical World II. 3 credits.
Second semester in the sequence on mathematical modeling using calculus. Course is taught jointly with PHY 222. Topics include multivariable functions and calculus, series integration (Green's, Stokes', and Divergence theorems) and applications. P. MTH 249 and PHY 221. CO: PHY 222.

MTH 350. Applied Linear Algebra and Differential Equations. 3 credits.
This course is a survey of the techniques to solve elementary differential equation and linear algebra problems. Topics include solving linear systems, eigenvalues, eigenvectors, exact equations, integrating factors, and constant coefficient systems of ODE. The class is computational in nature and is suitable for students in the applied sciences. P. MTH 246 or MTH 249 or equivalent.

MTH 360. Elementary Probability and Statistics. 3 credits.
Non-calculus approach with emphasis on measures of central tendency and variability, distributions and testing of hypothesis. Designed for students in natural and social sciences, or business. Meets requirements for Designated Statistical Reasoning and Designated Technology. Prereq: Mathematical Reasoning course.

MTH 361. Probability and Statistics in the Health Sciences. 3 credits.
This course covers topics in probability and statistics considered useful to those students planning on a career in the health sciences. The topics covered include probability principles and distributions in health sciences, types of epidemiologic study designs, estimation of medical parameters in defined patient populations, test of hypothesis, measures and analysis of treatment of the sick, analysis of variance, methods of medical outcome prediction, and prospective, retrospective and cross-sectional studies of disease occurrence. This course meets Designated Statistical Reasoning and Designated Technology requirements. Prereq: Mathematical Reasoning course.

MTH 362. Statistical Modeling. 3 credits.
Inferential statistical methods, ANOVA, design and analysis of experiments, regression and nonparametric methods. P. MTH 360 or MTH 361 or instructor consent.

MTH 400. Current Issues in Mathematics. 1 credit.
MTH 400 is a capstone course where students make oral presentations of current mathematics topics. Students will be guided through picking a topic, finding materials, writing up a presentation, and making a presentation. The students will offer constructive criticism of each other's presentations. P. Ethics course, Oral Communication course, MTH 310, and one of the following: MTH 347, MTH 349 or MTH 350; Junior or Senior standing.

MTH 411. Combinatorics. 3 credits.
Basic counting methods, generating functions, spanning trees, recurrence relations, network algorithms and the inclusion-exclusion formula, applications to information processing and retrieval. P. MTH 310 or Instructor Consent.

MTH 429. Advanced Linear Algebra. 3 credits.
Vector spaces and subspaces; linear transformations; matrices, eigenvalues and eigenvectors. P. MTH 350.

MTH 431. Mathematical History, Philosophy And Ethics. 3 credits. OD (Same as HIS 431, SRP 431)
An examination of mathematics and mathematical ideas and their relation to philosophical and ethical views from the ancient Babylonians and Pythagoreans to the present. Special attention will be given to non-Western mathematics, ethnomathematics, twentieth-century game theory, encryption, and ethical issues facing the mathematician and society in the past and today. The course assumes no mathematical background beyond the Core E requirements. P. Sr. stdg; PHL 250 or THL 250.

MTH 443. Numerical Analysis. 3 credits.
Numerical differentiation and integration; solutions of equations and systems of equations; polynomial approximation; error analysis and eigenvectors; applications to digital computers. P. MTH 246 or MTH 249.

MTH 445. Advanced Differential Equations. 3 credits.
Systems of differential equations, qualitative, theory, Laplace and Fourier transforms, partial differential equations, series solutions, Fourier series. P. MTH 350.

MTH 446. Partial Differential Equations. 3 credits.
Integral curves and surfaces of vector fields; the Cauchy-Kovalevsky theorem; general linear PDEs, their characteristics and classification; solutions to, and applications of, linear and quasi-linear first order and second order PDEs; Laplace's equation, the heat equation and the wave equation. P. MTH 445.

MTH 447. Mathematics in Medicine and the Life Sciences I. 3 credits.
This course is intended to be an overview of a variety of mathematical topics considered useful to those students intending to pursue a career in medicine or the life sciences. The topics covered include mathematics of populations, infectious diseases, and excitable cells. P. MTH 246 or MTH 249 CO: MTH 350.

MTH 448. Mathematics in Medicine and Life Sciences II. 3 credits.
This course continues the investigation of math modeling in biomedical sciences. Biological topics include excitable cells, the cardiovascular system, tumors, and the immune system, metabolic systems, and chemotaxis; mathematical techniques include ordinary, stochastic, and partial differential equations. P. MTH 350, MTH 447 or Instructor consent.

MTH 451. Differential Geometry. 3 credits.
Calculus of curves, surfaces and manifolds; topics will include hyperbolic geometry, vectors and tensors, fundamental forms, curvature, covariant derivatives, with applications to special and general relativity. P. MTH 347 or MTH 349.

MTH 455. Chaotic Dynamical Systems. 3 credits.
This course will study discrete dynamical systems. Topics covered will include one-dimensional and higher-dimensional dynamical systems, fixed points, stability theory, linearization, phase spaces, bifurcation theory, index theory, limit cycles and periodicity, chaos, and attractors. Applications to Biology, Physics, Chemistry, and other areas will be studied. P. MTH 350; MTH 347 or MTH 349.

MTH 457. Graph Theory. 3 credits.
Basic properties of graphs, subgraphs, simple graphs, walks, paths, circuits, cycles, connectivity, Eulerian and Hamiltonian graphs, adjacency and incidence matrices, trees, spanning trees, planar graphs, graph coloring, networks. P. MTH 310.

MTH 459. Topology. 3 credits.
Set theory; metric space; topological spaces; connectedness; compactness; selected related topics. P. MTH 246 or MTH 249.

MTH 467. Operations Research. 3 credits.
Introductory course in operations research. Linear models and solutions using the simplex method, duality theory and sensitivity analysis. P. MTH 350.

MTH 471. Mathematical Analysis. 3 credits.
Properties of Euclidean spaces and their applications to functions. P. MTH 310 and Contemporary Composition course.

MTH 472. Mathematical Analysis II. 3 credits.
Continuation of MTH 471; functions in metric space. P. MTH 471.

MTH 473. Complex Analysis. 3 credits.
Complex arithmetic, polar representations, functions of a complex variable, analyticity and the Cauchy-Riemann equations, complex integration, Cauchy Integral Formula, series, poles and residues, applications to real integration, conformal mappings. P. MTH 347 or MTH 349.

MTH 481. Modern Algebra I. 3 credits.
Groups, rings; fields; applications to coding theory. P. MTH 310.

MTH 482. Modern Algebra II. 3 credits.
Rings; ideals; field extensions; Galois theory; applications to coding theory. P. MTH 481.

MTH 492. Internship in Mathematics. 3 credits.
Internship in Mathematics.

MTH 493. Directed Independent Readings. 1-3 credits. FA, SP
May be repeated to a limit of six hours. P. DC.

MTH 495. Directed Independent Study. 1-3 credits. FA, SP
May be repeated to a limit of six hours. P. DC.

MTH 497. Directed Independent Research. 1-3 credits. FA, SP
May be repeated to a limit of six hours. P. DC.

MTH 509. Discrete Structures. 3 credits.
Logic; Boolean algebra; switching circuits; graphs; groups; semi-groups; finite state machines; coding theory; grammars; algorithms. P. CSC 221; 6 hrs. college MTH.

MTH 525. Automata, Computability, and Formal Languages. 3 credits. OD
Finite state concepts; acceptors; formal grammars; computability; Turing machines. P. MTH 246 or MTH 249.

MTH 541. Mathematics for Data Scientists. 3 credits.
Matrix algebra, vector spaces, bases, linear transformations, linear operators and their properties, introduction to the fundamental principles of mathematical models, especially those useful in data science. P. MTH 246 or equivalent with a grade of B or better.

MTH 561. Mathematical Statistics I. 3 credits. FA, SU (Same as STA 561)
Introduction to probability and probability distributions including techniques for finding expected values and variance of discrete and continuous variables. These distributions and their properties are examined to establish their application to applied statistical methods. P. MTH 246 or MTH 249.

MTH 562. Mathematical Statistics II. 3 credits. SP
Using probability distributions as a foundation and random sampling, methods for estimating distribution parameters are developed with applications to hypothesis testing. The course also includes an introduction to linear models, regression analysis, analysis of variance and design of experiments. P. MTH 561.

MTH 563. Mathematical Statistics III. 3 credits. OD (Same as STA 563)
Optimal decision procedures, further normal distribution theory, noncentral chi-square and F distributions, introduction to the theoretical basis for analysis of variance, nonparametric methods. P. MTH 562.

MTH 573. Probabilistic Models. 3 credits. OD
Queuing theory, inventory theory, Markov processes, simulation and nonlinear programming. P. MTH 561.

MTH 575. Introductory Stochastic Processes. 3 credits. OD
Random walk, normal processes and covariance stationary processes, counting processes and Poisson processes, renewal counting processes, discrete and continuous parameter Markov chains. P. MTH 561.

MTH 599. Seminar. 1-3 credits. OD
Topics in advanced mathematics selected by the instructor. P. IC.

MUS 100. Music Theory I. 2 credits.
The Music Theory sequence is designed to give the student a foundational understanding of the music theory of Western art music. Broken into three successive semesters, the first portion of the sequence, Music Theory I, offers basic skills in music theory. CO: MUS 221.

MUS 101. Music Theory II. 2 credits.
This second portion of the theory sequence, Music Theory II, moves beyond basic skills in music theory, covering diatonic seventh chords, different elements of chromaticism, the principles of secondary dominants, modulations, basic binary and ternary forms, and secondary leading-tone chords. P. MUS 100. CO: MUS 222.

MUS 104. Elementary School Music. 2 credits. FA
Principles of theory, history and appreciation of music essential to a basic understanding of elementary-school music practices and procedures for classroom teachers. P. EDU DC.

MUS 130. Foundations of Music. 3 credits.
Foundations of Music is a beginning course for the student who has little or no knowledge to the basic elements of music, including rhythm, meter, intervals, scales, and keys. The course will also give the student the opportunity to further develop his/her listening skills. Students will gain a greater understanding of music through lectures, listening, discussion and application of skills.

MUS 135. Beginning Class Piano. 1 credit. FA, SP
Beginning piano lessons in a group setting. The piano lab is equipped with four electronic pianos with full sized keyboards No prerequisite is necessary.

MUS 137. Applied Music I-Flute. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Special fee is charged. Juried examination at the end of each semester. CO: MUS 218 or MUS 318.

MUS 138. Applied Music I-Oboe. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. No prerequisite. Special fee is charged. Juried examination at the end of each semester. CO: MUS 218 or MUS 318.

MUS 139. Applied Music I-Clarinet. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. No prerequisite. Special fee is charged. Juried examination at the end of each semester. CO: MUS 218 or MUS 318.

MUS 141. Applied Music I-Saxophone. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. No prerequisite. Special fee is charged. Juried examination at the end of each semester. CO: MUS 218 or MUS 318.

MUS 142. Applied Music I-Bassoon. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. No prerequisite. Special fee is charged. Juried examination at the end of each semester. CO: MUS 218 or MUS 318.

MUS 143. Applied Music I-Horn. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Special fee is charged. Juried examination at the end of each semester. CO: MUS 218 or MUS 318.

MUS 144. Applied Music I-Trumpet. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. No prerequisite. Special fee is charged. Juried examination at the end of each semester. CO: MUS 218 or MUS 318.

MUS 145. Beginning Class Piano II. 1 credit. OD
Continuation of MUS 135. Weekly 1 hour lessons. Special fee is charged.

MUS 146. Applied Music I-Trombone. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. No prerequisite. Special fee is charged. Juried examination at the end of each semester. CO: MUS 218 or MUS 318.

MUS 147. Applied Music I-Euphonium. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. No prerequisite. Special fee is charged. Juried examination at the end of each semester. CO: MUS 218 or MUS 318.

MUS 148. Applied Music I-Tuba. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. No prerequisite. Special fee is charged. Juried examination at the end of each semester. CO: MUS 218 or MUS 318.

MUS 150. Applied Music I-Percussion. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. No prerequisite. Special fee is charged. Juried examination at the end of each semester. CO: MUS 218 or MUS 318.

MUS 151. Applied Music I-Violin. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. No prerequisite. Special fee is charged. Juried examination at the end of each semester. CO: MUS 220 or MUS 320.

MUS 152. Applied Music I-Viola. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. No prerequisite. Special fee is charged. Juried examination at the end of each semester. CO: MUS 220 or MUS 320.

MUS 155. Applied Music I-Cello. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. No prerequisite. Special fee is charged. Juried examination at the end of each semester. CO: MUS 220 or MUS 320.

MUS 156. Applied Music I-String Bass. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. No prerequisite. Special fee is charged. Juried examination at the end of each semester. CO: MUS 220 or MUS 320.

MUS 157. Applied Music I-Piano. 1 credit. FA, SP
Individual lessons. May be repeated to a limit of two credits. No prerequisite. Special fee is charged. Juried examination at the end of each semester. CO: MUS 212 or MUS 218 or MUS 220 or MUS 312 or MUS 313 or MUS 318 or MUS 320.

MUS 158. Applied Music I-Organ. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. No prerequisite. Special fee is charged. Juried examination at the end of each semester. CO: MUS 212 or MUS 218 or MUS 220 or MUS 312 or MUS 313 or MUS 318 or MUS 320.

MUS 159. Applied Music I-Harp. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. No prerequisite. Special fee is charged. Juried examination at the end of each semester. CO: MUS 218 or MUS 318.

MUS 160. Applied Music I-Guitar. 1 credit. FA, SP
Individual lessons. May be repeated to a limit of two credits. No prerequisite. Special fee is charged. Juried examination at the end of each semester. CO: MUS 218 or MUS 318.

MUS 161. Applied Music I-Voice. 1 credit. FA, SP
Individual lessons. May be repeated to a limit of two credits. No prerequisite. Special fee is charged. Juried examination at the end of each semester. CO: MUS 212 or MUS 312 or MUS 313.

MUS 200. Music Theory III. 2 credits.
This third portion of the theory sequence, Music Theory III, moves into advanced skills in music theory, covering mode mixture, augmented sixth chords, and twentieth century techniques. P. MUS 101; CO: MUS 321.

MUS 201. Jazz Theory. 2 credits.
This course is the jazz equivalent of Music Theory lll, covering a review of basic theory, rhythm in jazz performance, basic tonal materials, triadic generalization, diatonic harmonic progressions and harmonic analysis, substitutions and turnarounds, common melodic outlines, and an overview of voicings. P. MUS 101; CO: MUS 322.

MUS 208. Jazz Ensemble I. 1 credit. FA, SP
An ensemble dedicated to study and performance in the jazz idiom. Auditions with director by appointment. May be repeated to a limit of three hours for credit.

MUS 212. University Chorus I. 1 credit. FA, SP
An open ensemble of singers across campus singing public performances of works written for medium to larger choirs. No audition necessary. May be repeated to a limit of three hours for credit.

MUS 218. Symphonic Band I. 1 credit. FA, SP
A symphonic band, dedicated to study and performance of the finest concert music for winds and percussion. No prerequisite. Audition with director by appointment. May be repeated to a limit of three hours for credit.

MUS 219. Introduction to Rhythms of the African Diaspora. 1 credit.
This class introduces rhythms and drumming of folkloric and popular traditions included in the African diaspora with particular focus on the music of Cuba, Brazil and the United States. Concepts covered will include; clave/bell-oriented phrasing, groove and feel, poly and cross-rhythmic aspects and contemporary applications. These will be explored through the examination and preparation of various musical genres including rumba, bembe, jazz, New Orleans second line, salsa, timba, samba, partido also, etc.

MUS 220. University Orchestra I. 1 credit. FA, SP
A string orchestra dedicated to study and performance of the finest concert literature. Audition with director by appointment. Wind and percussion instruments audition as needed. May be repeated to a limit of three hours for credit.

MUS 221. Ear Training And Sight Singing I. 1 credit. SP
Development of the student's proficiency in fundamental skills of musicianship, including melodic and rhythmic dictation, the singing of melodies at sight, and basic eurhythmic techniques. Provides the music student with the tools to identify, both aurally and cognitively, the basic tonal and rhythmic elements of music.

MUS 222. Ear Training And Sight Singing II. 1 credit. FA
Second course in the three semester sequence. P. MUS 221.

MUS 237. Applied Music II-Flute. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Special fee is charged. Juried examination at the end of each semester. P. MUS 100-level lesson (2 credits); CO: MUS 218 or MUS 318.

MUS 238. Applied Music II-Oboe. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Special fee is charged. Juried examination at the end of each semester. P. MUS 100-level lesson (2 credits). CO: MUS 218 or MUS 318.

MUS 239. Applied Music II-Clarinet. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Special fee is charged. Juried examination at the end of each semester. P. MUS 100-level lesson (2 credits). CO: MUS 218 or MUS 318.

MUS 241. Applied Music II-Saxophone. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Special fee is charged. Juried examination at the end of each semester. P. MUS 100-level lesson (2 credits). CO: MUS 218 or MUS 318.

MUS 242. Applied Music II-Bassoon. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Special fee is charged. Juried examination at the end of each semester. P. MUS 100-level lesson (2 credits). CO: MUS 218 or MUS 318.

MUS 243. Applied Music II-Horn. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Special fee is charged. Juried examination at the end of each semester. P. MUS 100-level lesson (2 credits). CO: MUS 218 or MUS 318.

MUS 244. Applied Music II-Trumpet. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Special fee is charged. Juried examination at the end of each semester. P. MUS 100-level lesson (2 credits). CO: MUS 218 or MUS 318.

MUS 246. Applied Music II-Trombone. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Special fee is charged. Juried examination at the end of each semester. P. MUS 100-level lesson (2 credits). CO: MUS 218 or MUS 318.

MUS 247. Applied Music II-Euphonium. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Special fee is charged. Juried examination at the end of each semester. P. MUS 100-level lesson (2 credits). CO: MUS 218 or MUS 318.

MUS 248. Applied Music II-Tuba. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Special fee is charged. Juried examination at the end of each semester. P. MUS 100-level lesson (2 credits). CO: MUS 218 or MUS 318.

MUS 250. Applied Music II-Percussion. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Special fee is charged. Juried examination at the end of each semester. P. MUS 100-level lesson (2 credits). CO: MUS 218 or MUS 318.

MUS 251. Applied Music II-Violin. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Special fee is charged. Juried examination at the end of each semester. P. MUS 100-level lesson (2 credits). CO: MUS 220 or MUS 320.

MUS 252. Applied Music II-Viola. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Special fee is charged. Juried examination at the end of each semester. P. MUS 100-level lesson (2 credits). CO: MUS 220 or MUS 320.

MUS 255. Applied Music II-Cello. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Special fee is charged. Juried examination at the end of each semester. P. MUS 100-level lesson (2 credits). CO: MUS 220 or MUS 320.

MUS 256. Applied Music II-String Bass. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Special fee is charged. Juried examination at the end of each semester. P. MUS 100-level lesson (2 credits); CO: MUS 220 or MUS 320.

MUS 257. Applied Music II-Piano. 1 credit. FA, SP
Individual lessons. May be repeated to a limit of two credits. Special fee is charged. Juried examination at the end of each semester. P. MUS 100-level lesson (2 credits). CO: MUS 212 or MUS 218 or MUS 220 or MUS 312 or MUS 313 or MUS 318 or MUS 320.

MUS 258. Applied Music II-Organ. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Special fee is charged. Juried examination at the end of each semester. P. MUS 100-level lesson (2 credits). CO: MUS 212 or MUS 218 or MUS 220 or MUS 312 or MUS 313 or MUS 318 or MUS 320.

MUS 259. Applied Music II-Harp. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Special fee is charged. Juried examination at the end of each semester. P. MUS 100-level lesson (2 credits). CO: MUS 218 or MUS 318.

MUS 260. Applied Music II-Guitar. 1 credit. FA, SP
Individual lessons. May be repeated to a limit of two credits. Special fee is charged. Juried examination at the end of each semester. P. MUS 100-level lesson (2 credits). CO: MUS 218 or MUS 318.

MUS 261. Applied Music II-Voice. 1 credit. FA, SP
Individual lessons. May be repeated to a limit of two credits. Special fee is charged. Juried examination at the end of each semester. P. MUS 100-level lesson (2 credits). CO: MUS 212 or MUS 312 or MUS 313.

MUS 265. Musical Theatre Performance Lab (solo). 2 credits.
An intensive singing/interpretive laboratory experience specifically focusing on audition preparation and the solo dramatic/musical performance of solo scenes and solos from musical theatre repertoire. P. IC.

MUS 266. English and Latin Diction for Singers and Performers. 2 credits.
This course is constructed to 1) increase proficiency of phonation; articulation and transcription of the English and Latin languages using the International Phonetic Alphabet; 2) acquire knowledge of rules of English and Ecclesiastical Latin pronunciation specific to the context of singing; and 3) increase intelligibility of vocal repertoire in performance through the application of these principals.

MUS 267. Italian Diction for Singers and Performers. 2 credits.
This course provides the voice student the skills needed to sing in Italian. Basic phonetic guidelines will be taught with the use of IPA. It will also give the students a rudimentary understanding of the Italian language in order to translate and thus interpret the vocal literature. The students will learn to transcribe, translate, recite and perform pieces in Italian with the ultimate goal of being able to communicate expressively through singing. Students will also become acquainted with standard Italian vocal literature through performance and listening. P. MUS 266 and MUS 271.

MUS 271. Voice Class. 3 credits. FA, SP, SU (Same as THR 271)
The techniques of singing, including voice placement, tone production, breathing, and English diction. Individual attainment in a class setting will be emphasized. No prerequisite required. May be repeated for credit to a limit of six hours.

MUS 273. Music Appreciation. 3 credits. FA, SP
Designed to give the student a background in the language of music and listening skills for the perception of music. Includes class attendance at local performances and rehearsals.

MUS 300. Music History I: Antiquity through Baroque. 3 credits. (Magis Core: Global Perspectives in History)
This course is an exploration and introduction to western music beginning in Antiquity and moving through the Baroque era. We will investigate the beginnings of music. Students will learn how the church and monarchy dominated formal education in mus¡c as we progress through this period. Eventually this elitism would lead to the rise of the middle class and the mass printing of music. The social and political trends of the time would not only dictate who played music and where it was played, but what type of music was composed. Students will learn about the significant composers that are associated with both the Medieval Period and Baroque Era so they can witness the impact these writers made on future generations of composition. Satisfies Magis Core: Global Perspectives in History, Magis Designations: Ethics, Written Communication. P. Critical Issues in Human Inquiry, Ethics, Contemporary Composition.

MUS 308. Jazz Ensemble II. 1 credit. FA, SP
Continuation of MUS 208. May be repeated to a limit of five hours for credit. P. Three credit hours of MUS 208.

MUS 310. Jazz Improvisation I. 1 credit.
The first in a 2-semester sequence, these courses present the student with practical exercises for an aspiring jazz musician. The exercises arc analyzed with examples from the repertoire of both jazz and classical idioms. The technical, compositional, and theoretical exercises will provide the improvising musician with the tools and musical language needed to compose "spontaneously." P. MUS 201; CO: MUS 208 or 308.

MUS 311. Jazz Improvisation II. 1 credit. SP
The second in a 2-semester sequence, these courses present the student with practical exercises for an aspiring jazz musician. The exercises are analyzed with examples from the repertoire of both jazz and classical idioms. The technical, compositional, and theoretical exercises will provide the improvising musician with the tools and musical language needed to compose "spontaneously". P. MUS 310; CO: MUS 208 or 308.

MUS 312. University Chorus II. 1 credit. FA, SP
Continuation of MUS 212. May be repeated to a limit of five (5) hours for credit. P. Three credit hours of MUS 212.

MUS 313. Chamber Choir. 1 credit. FA, SP
The Creighton University Chamber Choir is an auditioned ensemble of advanced singers performing works written especially for a smaller choir. The ensemble specializes in music of all periods, from the Renaissance through the 21st Century. May be repeated to a limit of eight hours.

MUS 314. Creighton Chamber Music Ensemble. 0-1 credits.
This course teaches the fundamentals and core principles behind chamber ensemble performance. Musicianship is both guided and built through student-led ensembles and small conducted chamber groups. Students will develop aesthetic sensitivity, musical knowledge and independent performance skills as an instrumentalist or vocalist. Performance is vital to this course and students will have a plethora of opportunities to present their work. CO: MUS 212/MUS 312 or MUS 313 or MUS 218/MUS 318 or MUS 220/MUS 320.

MUS 318. Symphonic Band II. 1 credit. FA, SP
May be repeated to a limit of five semester hours for credit. Continuation of MUS 218. P. Three credit hours of MUS 218.

MUS 320. University Orchestra II. 1 credit. FA, SP
Continuation of MUS 220. May be repeated to a limit of five hours for credit. P. Three credit hours of MUS 220.

MUS 321. Ear Training And Sight Singing III. 1 credit. SP
Third course in the three semester sequence. P. MUS 222.

MUS 322. Jazz Ear-Training & Sight-Singing. 1 credit. SP
This course is the jazz equivalent of Ear-Training & Sight-Singing III, guiding the student in hearing pitches, rhythms, melodies, and chord progressions as directly applied to music in the jazz repertoire. The student will learn to audiate from the written page, transcribe, and sight-sing, all while utilizing appropriate jazz phrasing and articulations. P. MUS 222; CO: MUS 201.

MUS 337. Applied Music III-Flute. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Juried examination at the end of each semester. P. MUS 200-level lesson (2 credits). CO: MUS 218 or MUS 318.

MUS 338. Applied Music III-Oboe. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Juried examination at the end of each semester. P. MUS 200-level lesson (2 credits). CO: MUS 218 or MUS 318.

MUS 339. Applied Music III-Clarinet. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Juried examination at the end of each semester. P. MUS 200-level lesson (2 credits). CO: MUS 218 or MUS 318.

MUS 341. Applied Music III-Saxophone. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Juried examination at the end of each semester. P. MUS 200-level lesson (2 credits). CO: MUS 218 or MUS 318.

MUS 342. Applied Music III-Bassoon. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Juried examination at the end of each semester. P. MUS 200-level lesson (2 credits). CO: MUS 218 or MUS 318.

MUS 343. Applied Music III-Horn. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Juried examination at the end of each semester. P. MUS 200-level lesson (2 credits). CO: MUS 218 or MUS 318.

MUS 344. Applied Music III-Trumpet. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Juried examination at the end of each semester. P. MUS 200-level lesson (2 credits). CO: MUS 218 or MUS 318.

MUS 346. Applied Music III-Trombone. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Juried examination at the end of each semester. P. MUS 200-level lesson (2 credits). CO: MUS 218 or MUS 318.

MUS 347. Applied Music III-Euphonium. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Juried examination at the end of each semester. P. MUS 200-level lesson (2 credits). CO: MUS 218 or MUS 318.

MUS 348. Applied Music III-Tuba. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Juried examination at the end of each semester. P. MUS 200-level lesson (2 credits). CO: MUS 218 or MUS 318.

MUS 350. Applied Music III-Percussion. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Juried examination at the end of each semester. P. MUS 200-level lesson (2 credits). CO: MUS 218 or MUS 318.

MUS 351. Applied Music III-Violin. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Juried examination at the end of each semester. P. MUS 200-level lesson (2 credits). CO: MUS 220 or MUS 320.

MUS 352. Applied Music III-Viola. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Juried examination at the end of each semester. P. MUS 200-level lesson (2 credits). CO: MUS 220 or MUS 320.

MUS 353. Jazz in American Culture. 3 credits. OD (Same as AMS 353)
Examines the relationship between American society and the development of jazz in the course of the twentieth century and beyond. Special attention will be given to those cultural, economic, and political factors which could influence jazz trends on a regional or national level.

MUS 354. Theorizing Hip Hop Music and Culture. 3 credits.
This course explores theoretical issues that frame hip-hop as both a sociological and musical phenomenon. We will examine multi-disciplinary approaches of scholars and journalists in their treatment of issues including aesthetics, authenticity, identity, globalization, music and meaning, and genre classification. We will also examine models constructed specifically for analyzing musical structures and technical components of hip-hop music. One objective of the course is to assess the validity of new theories and methods put forth by scholars in their quest to objectify and broaden the discourse on hip-hop.

MUS 355. Applied Music III-Cello. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Juried examination at the end of each semester. P. MUS 200-level lesson (2 credits). CO: MUS 220 or MUS 320.

MUS 356. Applied Music III-String Bass. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Juried examination at the end of each semester. P. MUS 200-level lesson (2 credits). CO: MUS 220 or MUS 320.

MUS 357. Applied Music III-Piano. 1 credit. FA, SP
Individual lessons. May be repeated to a limit of two credits. Juried examination at the end of each semester. P. MUS 200-level lesson (2 credits). CO: MUS 212 or MUS 218 or MUS 220 or MUS 312 or MUS 313 or MUS 318 or MUS 320.

MUS 358. Applied Music III-Organ. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Juried examination at the end of each semester. P. MUS 200-level lesson (2 credits). CO: MUS 212 or MUS 218 or MUS 220 or MUS 312 or MUS 313 or MUS 318 or MUS 320.

MUS 359. Applied Music III-Harp. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Juried examination at the end of each semester. P. MUS 200-level lesson (2 credits). CO: MUS 218 or MUS 318.

MUS 360. Applied Music III-Guitar. 1 credit. FA, SP
Individual lessons. May be repeated to a limit of two credits. Juried examination at the end of each semester. P. MUS 200-level lesson (2 credits). CO: MUS 218 or MUS 318.

MUS 361. Applied Music III-Voice. 1 credit. FA, SP
Individual lessons. May be repeated to a limit of two credits. Juried examination at the end of each semester. P. MUS 200-level lesson (2 credits). CO: MUS 212 or MUS 312 or MUS 313.

MUS 363. Musical Theatre History and Repertoire I. 3 credits.
Musical Theatre History and Repertoire I is a survey course that will examine the origin and development of this distinctly American art form, the American musical. This course focuses on the pre-1945 musical. Combining history, culture, music and social themes, the course will take a chronological look at composers and lyricists, producers, choreographers and the artists who performed these works onstage. Students will research and make presentations on musicals from various styles and time periods including minstrel, operetta, revues, book musical, film musicals, rock musicals, recently written musicals and revivals. Students will explore and perform selections from both scripts and scores from each period, focusing on the appropriate stylist practices needed to perform these songs. P. Successful audition into the major, or declaration of a minor; Completion of one semester of MUS 161; One Magis Core Oral Communication course.

MUS 364. Musical Theatre History and Repertoire II. 3 credits.
Musical Theatre History and Repertoire II is a survey course that will examine the origin and development of this distinctly American art form, the American musical. This course focuses on the post-1945 musical. Combining history, culture, music and social themes, the course will take a chronological look at composers and lyricists, producers, choreographers and the artists who performed these works onstage. Students will research and make presentations on musicals from various styles and time periods including minstrel, operetta, revues, book musical, film musicals, rock musicals, recently written musicals and revivals. Students will explore and perform selections from both scripts and scores from each period, focusing on the appropriate stylist practices needed to perform these songs. P.: Successful audition into the major, or declaration of a minor; Completion of one semester of MUS 161; One Magis Core Contemporary Composition course; One Magis Core Ethics course.

MUS 365. Advanced Musical Theatre Performance Lab (Duet-Ensemble). 2 credits.
An intensive laboratory experience specifically focusing on the dramatic and musical performance of scenes and duets, trios and ensemble numbers from musical theatre repertoire. Authentic dramatic interpretation and flawless musical preparation and execution will be the primary foci. This course is repeatable to a max of eight credits. P. MUS 265.

MUS 367. German and French Diction for Singers and Performers. 3 credits.
This course provides the voice student the skills needed to sing in German and French. Basic phonetic guidelines will be taught with the use of IPA. The student will learn to transcribe, translate, recite and perform pieces in German and French, with the ultimate goal of being able to communicate expressively through singing. They will also become acquainted with standard German and French vocal literature through performance and listening. P. MUS 267 or MUS 266 and MUS 271.

MUS 369. American Popular Music. 3 credits. OD (Same as AMS 369)
This is a lecture/demonstration course that will trace the birth and evolution of popular music in America from its roots in the nineteenth century, jazz, blues, country and rock music through the artists and songs that define the genre.

MUS 375. Music of the World's Peoples. 3 credits. FA, SP
This class, designed for majors and non-majors alike, examines the sounds of human culture by way of the following questions: Is music the same throughout the world? What has contributed to making music sound as it does? What do you hear in music? How do you describe what you hear? What connections can you make between music you know and that which you hear for the first time? Included in the semester is a brief introduction to the field of ethnomusicology and three global case studies. Answers to questions come by way of all senses, from hearing to tasting. Each case study involves a variety of hands-on, activity-based learning sessions. The course's capstone is a fieldwork project, exploring a particular segment of personal music culture.

MUS 381. Accompanying. 3 credits. FA
Introduction to the principles of keyboard accompanying. Includes, under faculty supervision, accompanying for appropriate departmental ensembles and applied instruction.

MUS 391. Film Music. 3 credits. (Same as AMS 391)
The course will survey the important and emerging art genre of film music. The course will include music scores and composers of the past and present combining historical, cultural and social themes in film as enhanced through the music. Some study will include the language of music, in particular, melody, harmony, rhythm, tone color and the composer's use of these elements in creation music for the film. The course will deal primarily with American film but may include selected films of other countries as well.

MUS 398. Junior Recital. 1 credit. FA, SP
Preparation and presentation of solo literature in the music major's area of performance concentration. P. Music majors only; Junior standing; Instructor consent. CO: MUS 337-MUS 461.

MUS 400. Music History II: Classical through Present. 3 credits.
This course is an exploration and introduction to western music of the last 100 years. Students will learn about the radical changes made in composition during a tumultuous time period. Listening to music in the 20th and 21st century effectively requires a comprehension of previous composers and their compositional techniques. There are numerous styles that encompass this period making it one the richest periods of musical creation. Satisfies Magis Designated Ethics and Magis Designated Written Communication. P. Contemporary Composition, Ethics, MUS 200.

MUS 410. Jazz Composition & Arranging I. 2 credits.
As part of a 2-semester sequence, this course addresses all of the basic needs for beginning arrangers. Topics include counterpoint/linear writing, jazz harmony, compositional techniques, and orchestration. The first semester focuses on composition and arranging for small ensembles. P. MUS 200 or MUS 201.

MUS 411. Jazz Composition & Arranging II. 2 credits.
The second course in a 2-semester sequence, this course continues to address all of the basic needs for beginning arrangers (counterpoint/linear writing, jazz harmony, compositional techniques, and orchestration) with a focus on composition and arranging for larger ensembles. P. MUS 410.

MUS 415. Conducting. 3 credits.
Basic rudiments, posture, stance, conducting patterns, attacks and releases, musical styles, and rehearsal/score preparation for both instrumental and choral conducting. P. MUS 321 and One Magis Core Oral Communication course.

MUS 437. Applied Music IV-Flute. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Juried examination at the end of each semester. P. MUS 300-level lesson (2 credits). CO: MUS 218 or MUS 318.

MUS 438. Applied Music IV-Oboe. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Juried examination at the end of each semester. P. MUS 300-level lesson (2 credits). CO: MUS 218 or MUS 318.

MUS 439. Applied Music IV-Clarinet. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Juried examination at the end of each semester. P. MUS 300-level lesson (2 credits). CO: MUS 218 or MUS 318.

MUS 440. Liturgy, Music, And The Transformed Life. 3 credits. OD
A study of the historical development of the relationship between the Eucharist and liturgical music. How the liturgy (Eucharist, scripture reading, music, and architecture) intends the transformation of the assembly into a moral, virtuous, and just community. P. Sr. stdg. and a Magis Corse Ethics course.

MUS 441. Applied Music IV-Saxophone. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Juried examination at the end of each semester. P. MUS 300-level lesson (2 credits). CO: MUS 218 or MUS 318.

MUS 442. Applied Music IV-Bassoon. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Juried examination at the end of each semester. P. MUS 300-level lesson (2 credits). CO: MUS 218 or MUS 318.

MUS 443. Applied Music IV-Horn. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Juried examination at the end of each semester. P. MUS 300-level lesson (2 credits). CO: MUS 218 or MUS 318.

MUS 444. Applied Music IV-Trumpet. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Juried examination at the end of each semester. P. MUS 300-level lesson (2 credits). CO: MUS 218 or MUS 318.

MUS 446. Applied Music IV-Trombone. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Juried examination at the end of each semester. P. MUS 300-level lesson (2 credits). CO: MUS 218 or MUS 318.

MUS 447. Applied Music IV-Euphonium. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Juried examination at the end of each semester. P. MUS 300-level lesson (2 credits). CO: MUS 218 or MUS 318.

MUS 448. Applied Music IV-Tuba. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Juried examination at the end of each semester. P. MUS 300-level lesson (2 credits). CO: MUS 218 or MUS 318.

MUS 450. Applied Music IV-Percussion. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Juried examination at the end of each semester. P. MUS 300-level lesson (2 credits). CO: MUS 218 or MUS 318.

MUS 451. Applied Music IV-Violin. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Juried examination at the end of each semester. P. MUS 300-level lesson (2 credits). CO: MUS 220 or MUS 320.

MUS 452. Applied Music IV-Viola. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Juried examination at the end of each semester. P. MUS 300-level lesson (2 credits). CO: MUS 220 or MUS 320.

MUS 455. Applied Music IV-Cello. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Juried examination at the end of each semester. P. MUS 300-level lesson (2 credits). CO: MUS 220 or MUS 320.

MUS 456. Applied Music IV-String Bass. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Juried examination at the end of each semester. P. MUS 300-level lesson (2 credits). CO: MUS 220 or MUS 320.

MUS 457. Applied Music IV-Piano. 1 credit. FA, SP
Individual lessons. May be repeated to a limit of two credits. Juried examination at the end of each semester. P. MUS 300-level lesson (2 credits). CO: MUS 212 or MUS 218 or MUS 220 or MUS 312 or MUS 313 or MUS 318 or MUS 320.

MUS 458. Applied Music IV-Organ. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Juried examination at the end of each semester. P. MUS 300-level lesson (2 credits). CO: MUS 212 or MUS 218 or MUS 220 or MUS 312 or MUS 313 or MUS 318 or MUS 320.

MUS 459. Applied Music IV-Harp. 1 credit. OD
Individual lessons. May be repeated to a limit of two credits. Juried examination at the end of each semester. P. MUS 300-level lesson (2 credits). CO: MUS 218 or MUS 318.

MUS 460. Applied Music IV-Guitar. 1 credit. FA, SP
Individual lessons. May be repeated to a limit of two credits. Juried examination at the end of each semester. P. MUS 300-level lesson (2 credits). CO: MUS 218 or MUS 318.

MUS 461. Applied Music IV-Voice. 1 credit. FA, SP
Individual lessons. May be repeated to a limit of two credits. Juried examination at the end of each semester. P. MUS 300-level lesson (2 credits). CO: MUS 212 or MUS 312 or MUS 313.

MUS 471. Singing Social Justice. 3 credits.
This course will explore the relationship between music and social justice, examining the role of music in the expression of desire and longing for social justice and the function of music in the promotion and building of social justice movements. P. Critical Issues in Human Inquiry course; Senior standing.

MUS 495. Independent Research Project. 1-3 credits. FA, SP
Directed research and study in music to meet the individual needs of the student. May be repeated to a limit of six hours. P. IC, DC.

MUS 498. Senior Recital. 1 credit. FA, SP
Preparation and presentation of solo literature in the music major's area of performance concentration. P. Sr. stdg.; MUS Majors only, IC. CO: MUS 437-461.

NAS 101. Introduction To Native American Studies: Anthropological Approaches. 3 credits. FA, SP (Same as ANT 101)
This course introduces students to the fundamental paradigms and methods of social science, particularly anthropology, sociology and history through a study of contemporary and historical Native American Studies. Through a series of lectures, discussions and field trips to local sites, students will become familiar with the variety of historical and contemporary Native societies and the manner in which social scientists have and continue to dialogue with Native peoples in the present.

NAS 108. The Native American World. 3 credits. FA, SP (Same as ANT 108, HIS 108)
This course is a survey of the development of Native American societies and cultures from their appearance on the continent to the present emphasizing the evolution of cultural, political, and social systems and the imprint of contact with Euro-American cultures. P. HIS 101.

NAS 316. Qualitative Methods In The Social Sciences. 3 credits. SP (Same as AMS 316, ANT 316, SOC 316)
Introduction to qualitative research methods within the social sciences. Includes research design, strategies for collecting ethnographic data with a particular focus on participant observation and field work, comparative research, theory building, and ethical issues involved with human research.

NAS 321. American Indian Tribal Government and Politics. 3 credits. (Same as PLS 321)
This course will provide students with an overview of the development of modern tribal governments, their powers, and the problems they face. Students will examine contemporary tribal governments and the issues currently facing tribes including economic development and intergovernmental relations. P. So. stdg.

NAS 324. Native American World View, Culture and Values. 3 credits. ONY, SP (Same as PHL 324)
This course takes a multidisciplinary approach to formulating the varieties of worldviews among Native groups with an emphasis on commonalities and uniqueness among different groups during different historical eras. The course begins by critically looking at reconstructions of Native worldviews in the pre-European contact era as constructed by later Natives, anthropologists and ethno historians based on a variety of sources. The course focuses on the many media through which Native cosmologies are expressed as well as the historical circumstances that have continued to transform Native cosmologies. P. Philosophical Ideas course.

NAS 331. Indians of the Great Plains. 3 credits. ONY, SP (Same as AMS 331, ANT 331)
This course provides a comprehensive interdisciplinary approach to the study of Native cultures on the Great Plains. We will examine ecology, geography, geology, natural resources, archaeology, history, art, linguistics, cultures, as well as the human habitation of the area from first records (which are both archaeological and oral historical) to the present. The course will be run seminar style. Each student (or group depending on the size of the class) will choose a specific cultural group for study. If a student is a member of a plains Indian group the student is required to study a linguistically and culturally different group. The professor will act as a resource for methodology and research strategies. Each student will bring to the seminar a summary of relevant data for the group she/he is studying and present it to the class. Students will also build a portfolio of short papers on each seminar topic that will be assembled into a major paper at the end of the semester. P. So. Stdg.

NAS 335. Federal Indian Policy and Law. 3 credits. OD (Same as AMS 335, PLS 335, SWK 335)
Investigates the relationships between Native American and Euro-Americans in terms of how the Natives were perceived and the impact this has had on Colonial and Federal policies relating to Native populations. Emphasis is on the historical, political and cultural aspects of the relationship. P. So. stdg.

NAS 340. Native American Cultures and Health. 3 credits. FA (Same as AMS 340, ANT 340)
This course allows students to learn first hand about the cultures and health care practices of Native Americans by participating in seminars offered by Native tribal and spiritual leaders, healers, and others who work with Native populations in promoting wellness and pride in culture, and through professional and community-related service and research activities. Students will engage with SPAHP students enrolled in the Pharmacy version of this course, "Learning through Reflective Service: Native American Experience" (PHA 341). Enrolled undergraduate students will engage in service with Omaha based health agencies and attend group reflection sessions.

NAS 343. Peoples and Cultures of Native North America. 3 credits. ENY, FA (Same as AMS 343, ANT 343)
Historic and ethnographic survey of the Native cultures of North America. Includes an analysis of the ecological, social, and ideological adaptations and cultural changes brought by contact with Euro-American populations. P. So. stdg.

NAS 346. Peoples and Cultures of Latin America. 3 credits. FA (Same as ANT 346)
A study of the cultures of Latin America. Includes an analysis of the culture history, ecological adaptations, social adaptations, ideological adaptations, and the nature of culture change for indigenous peoples and subsequent immigrants to the regions of the Americas where linguistically Spanish and Portuguese now predominate.

NAS 353. Special Topics in Native American Literature. 3 credits. (Same as ENG 353)
The course focuses on several seminal literary texts in the Native American literary tradition as it emerged in the twentieth century. P. ENG 120, ENG 121, ENG 150.

NAS 358. Critical Issues In The Study Of Native American Religions. 3 credits. ONY, SP (Same as AMS 358, ANT 358, THL 358)
This course utilizes anthropological perspectives in the study of Native American religion. The focus of the course is non-Western, non-proselytizing religions which are coterminous with local political or kinship based social groups. The course looks at the history of the study of Native religions, the nature of Native religions as understood by a variety of disciplines, and the contemporary critique of colonialism by Native peoples specifically in regard to intellectual colonialism of Native knowledge and the practical colonialism inherent in the imitation of Native religions by non-tribal members.

NAS 365. Issues Of The Native American Experience. 3 credits. FA (Same as AMS 365, SWK 365)
Examination of Native American culture and values, social institutions and social systems. Presentation of issues emanating from being Native American. Consideration is given to understanding the Native American experience from an historical perspective as well as the contemporary viewpoint. P. So. stdg.

NAS 386. The History And Aesthetics Of Latin American Photography. 3 credits. (Same as ARH 386)
Examination of the history and aesthetics of photography as a medium of visual expression in the culture of Latin America. Study of the evolution of contemporary Latin American photography from its 19th century "colonial" roots through periods of 20th century revolution and independence to the contemporary post-modern idiom of Latin American image-making. Emphasis on the study of photographic themes that are specific to the Latin American cultural experience: colonialism, revolution and independence, native and tribal society, religion and cult, economic oppression and poverty, politics and self-determination, geography and natural resources, language and architecture. P. One Magis Core Oral Communication course.

NAS 387. Modern Hispanic Art History. 3 credits. (Same as AMS 387, ARH 387)
Modern Hispanic Art History will survey the painting, sculpture and architecture of Latin America along with some of its Spanish influences, from 1820 to the present. Native American and African influences on Latin American art will be surveyed. Key figures to be studies are: Rivera, Torres-Garcia, Lam, Matta, Kahlo, Varo, Chambi, Salgado, Barragan, Botero, Bravo, Jimenez, etc.

NAS 424. Sustainability and Rural America. 3 credits. SP, SU (Same as EVS 424, SOC 424)
This interdisciplinary course studies sustainability and the diverse cultures of rural American peoples by looking at topics such as ethics, environmental resources, economic strategies, public policy and social inequality. This course offers off-campus field observation and ethical reflection assignments and involves students in active collaborative problem-solving research. P. Sr. stdg and one course from: PHL 270, PHL 271, PHL 272, PHL 275, THL 270, THL 272, THL 273.

NAS 468. Native American Art. 3 credits. OD (Same as AMS 468, ARH 468)
Survey of Native American art from the 16th century to the present with a concentration on the art of the continental United States. Includes Northwest, Southwest, and Plains cultures.

NAS 493. Directed Independent Readings. 1-6 credits. FA, SP, SU
Student-initiated survey of the literature related to a broad topic in anthropology not covered in the student's course work. Undertaken in close cooperation with a supervising faculty member. May be repeated to a limit of six hours. P. IC.

NAS 495. Directed Independent Study. 1-6 credits. FA, SP, SU
This course provides for a student-initiated project on a focused topic in Native American studies, utilizing library materials and/or field research and involving close cooperation with a supervising faculty member. The course may be repeated to a limit of six hours. P. IC.

NAS 497. Directed Independent Research. 1-6 credits. FA, SP, SU
Student-initiated empirical project on a focused topic in Native American Studies, involving close coordination with a supervising faculty member. May be repeated to a limit of six hours. P. IC.

NAS 499. Native American Studies Senior Capstone. 3 credits.
The capstone course in Native American Studies allows a student to focus on a research topic or service learning experience utilizing all the knowledge and experience gained throughout his/her course of study within the major. Each student meets weekly with his/her mentor and writes a major research paper rooted in a single disciplinary perspective and covering selected program learning goals and objectives. P. Sr. stdg. and IC.

NES 297. Directed Research. 0-3 credits.
An introduction to laboratory methods intended to prepare students for independent research. this course is only an addition to and not a substitution for any portion of the major requirement. This course may not be repeated; research students should enroll in NES 397 or 497 in subsequent semesters. No more than 12 semester hours of credit may be accrued in any combination of NES 297, NES 397 and NES 497. P. IC.

NES 304. Ultimate Questions: Where Theology Meets Neuroscience. 3 credits. (Same as THL 304)
This course explores the relationship between systematic theology and neuroscience. A necessary tension exists between theology and science which reveals the miraculous complexity of human nature and how persons flourish. Students will learn neuroscience concepts and apply them to systematic theology by asking ultimate questions and critically engaging interdisciplinary concepts. Satisfies Magis Core: Ultimate Questions. P. Philosophical Ideas, The Christian Tradition, The Biblical Tradition.

NES 397. Directed Independent Research (Extramural). 0-3 credits.
A program of independent study emphasizing laboratory or field research, intended for students working with mentors outside of the Biology department housing the Neuroscience major or the College of Arts and Sciences. The director of the Neuroscience serves as the instructor of record and oversees completion of course requirements by the student under the research supervision of the outside mentor. No more than 12 semester hours of credit may be accrued in any combination of NES 297, 397, 495, and 497. P. Instructor consent.

NES 464. Neurobiology of Disease. 3 credits. SP (Same as BIO 464; Meets Designated Ethics & Written Comm)
To understand neurological disease, its profession, and discover novel therapeutics requires in-depth knowledge of the cellular and molecular underpinnings of the disorders. Students will revisit concepts from pre-requisite courses but apply them to the function and activity of the brain and to circumstances where normal biology breaks down. P. Ethics; Contemporary Composition; BIO 202 and BIO 362.

NES 466. Pharmacology of Drugs and Abuse. 3 credits.
The course will introduce the psychopharmacology of drug abuse and addiction, and has a strong neuroscience orientation. An introduction to pharmacologic thought and basic principles will be provided. The acute and long-term effects of selected drugs of abuse on behavior, mood, cognition and neuronal function will be discussed. Studies with humans will be integrated with basic preclinical studies on the neurobiological basis of drug action and drug abuse. There will be detailed coverage of synaptic transmission and the distribution, regulation and integration of brain neurotransmitter systems. The focus is on addictive drugs, including: opiates (heroin, morphine, opium), sedative - hypnotics (alcohol, barbituatese), anxiolytics (benzodiazepines), psychomotor stimulants (amphetamine, cocaine, nicotine), marijuana, hallucinogens (LSD, mescaline), hallucinogenic-stimulants (MDA, MDMA), and dissociative anesthetics (PCP). P. BIO 201, CHM 203, PSY 201, PSY 437.

NES 497. Directed Independent Research (Intramural). 0-3 credits.
A program of independent study emphasizing laboratory or field research, intended for students working with mentors within the Biology department housing the Neuroscience Program. The mentor acts as the instructor of record. No more than 12 semester hours of credit may be accrued in any combination of NES 297, NES 397 and NES 497. P. IC.

NES 498. Neuroscience in the Community. 0-3 credits.
This course will apply and expand student's knowledge of the central nervous system and its diseases through active engagement with the community to share knowledge. Students will develop a body of written and verbal neuroscience themed presentations for use by our partner organizations and greater community. P. BIO 462 or BIO/NES 464, CO with IC.

NES 500. Introduction to Clinical Neuroscience. 4 credits.
This course provides an introduction to the various diseases and injuries that affect the human nervous system, an introduction to the professions that work with neurologically impaired individuals and recent research into the treatment of these disorders. The topics covered will include the underlying pathology and mechanisms, the signs, symptoms and deficits, patient management, and the prognosis of selected diagnoses including (but not limited to) spinal cord injury, chronic traumatic encephalopathy, Alzheimer's disease, Parkinson's disease, bipolar disorder. Included will be a survey of the training and role of the various healthcare professions that address neurological impairments. Relevant research concerning the pathophysiology of nervous system disorders and the repair and regeneration of nervous system tissue will be introduced. P. BIO 462, BIO 463 or IC.

NES 510. Neurophysiology Lab. 2 credits.
This laboratory course is focused on delivering extensive instruction and exploration of neurophysiology and neural basis of behavior with emphasis on the mastering of techniques used within the field of neuroscience to evaluate electrical activity and intracellular communication within the nervous system. The course is designed to build upon and allow for mastering of neurophysiology concepts and techniques learned in BIO 463, Neurobiology Laboratory. This team-taught course draws upon diverse expertise of instructors to deliver a comprehensive course using both invertebrate and vertebrate models for the study of neurophysiology. Students will use neuronal systems network modeling during hands-on laboratory activities and will be expected to apply the scientific method during the implementation and critical analysis of experiments involving model systems. Students will meet the designated writing component of the Magis Core curriculum by writing an independent grant proposal directed at testing a novel hypothesis in the field of neurophysiology. The grant proposal will serve as a mechanism to improve students' written communication, critical thinking and problem solving skills. P. BIO 462, BIO 463, Contemporary Composition.

NES 566. Pharmacology of Drugs and Abuse. 4 credits.
This course will introduce the psychopharmacology of drug abuse and addiction, and has a strong neuroscience orientation. An introduction to pharmacologic thought and basic principles will be provided. The acute and long-term effects of selected drugs of abuse on behavior, mood, cognition and neuronal function will be discussed. Studies with humans will be integrated with basic preclinical studies on the neurobiological basis of drug action and drug abuse. There will be detailed coverage of synaptic transmission and the distribution, regulation and integration of brain neurotransmitter systems. The focus is on addictive drugs, including: opiates (heroin, morphine, opium), sedative-hypnotics (alcohol, barbiturates), anxiolytics (benzodiazepines), psychomotor stimulants (amphetamine, cocaine, nicotine), marijuana, hallucinogens (LSD, mescaline), hallucinogenic-stimulants (MDA, MDMA), and dissociative anesthetics (PCP). P. BIO 201, CHM 203, PSY 201, PSY 437, and IC.

NES 592. Neuroscience Senior Seminar. 1 credit.
This course covers in-depth reading and discussions on current neuroscience research topics. Students will learn to critically review current scientific papers. Students will be expected to select, read, present and lead discussions of scientific articles covering prevailing theories, concepts, ideas, and experimental techniques in neuroscience. This course will meet the Magis Core Designation for Oral Communication by recording and evaluating student presentations for accuracy of content, mastery of scientific discipline, effective oral delivery, and engagement of the audience. P. Oral Communication course; Senior Standing.

PHL 110. Philosophical Ideas:Reality, Knowledge, and the Good Life. 3 credits.
An exploration of philosophical ideas about the nature of reality, the scope of human knowledge, and the nature of a good human life through the study of primary philosophical texts. Students will study theories and concepts that philosophers of the Western tradition have used to explore these ideas.

PHL 111. Philosophical Ideas:Law. 3 credits.
An inquiry into the nature and purpose of the law in human society and the relationship between the law and reason. Students will analyze and evaluate a variety of Western philosophers' views about these subjects as they prepare to develop and defend their own views on the subjects.

PHL 112. Philosophical Ideas:Foundations of the Sciences. 3 credits.
This course will introduce students to the major philosophical frameworks and underlying philosophical concepts utilized in the sciences such as causality, chance, matter, unity, teleology, possibility, necessity, space, time, substance, and motion, but also the various powers of mind such as perception, understanding, reason, intuition, imagination, and creativity.

PHL 170. Slavery and Freedom. 3 credits.
A study of the nature of slavery, the nature of freedom, and the relationship between them through readings in classic texts of Western political thought and classic slave narratives. Satisfies: Magis Core: Critical Issues in Human Inquiry. CO: COM 101.

PHL 202. Informal Logic. 3 credits.
A practical study of argument and critical thinking, including an examination of how to recognize and evaluate arguments encountered in everyday media, and how to construct one's own arguments. Topics include: deduction, induction, validity, soundness, criticizing premises, clarifying meaning, uses of language, definition, conceptual theories, informal fallacies, conceptual analysis, causal arguments, analogical arguments, and normative arguments.

PHL 270. Philosophical Ethics. 3 credits.
A critical study of fundamental philosophical theories, including a utilitarian theory, a deontological theory, and a virtue ethics theory, about the nature and sources of moral obligation, moral virtue, justice, wisdom, and a good human life. Students will use these theories to evaluate critically their own ethical presuppositions and to form well-reasoned judgments about how to act in complex practical situations. P. One Magis Core Philosophical Ideas course.

PHL 271. Philosophical Ethics: Cortina Community. 3 credits. (Same as JPS 271)
This course is a component of the Cortina Community program. It is a critical study of fundamental philosophical theories, including a utilitarian theory, a deontological theory, and a virtue ethics theory, about the sources of moral obligation, moral virtue, justice, wisdom, and a good human life. Students will use these theories in conjunction with reflection on first-hand experience of serving others to evaluate critically their own ethical presuppositions and to form well-reasoned judgments about moral problems related to social justice. P. Membership in the Cortina Community and one Magis Core Philosophical Ideas course.

PHL 272. Philosophical Ethics: Poverty. 3 credits.
A critical study of fundamental philosophical theories, including a utilitarian theory, a deontological theory, and a virtue ethics theory, about the nature and sources of moral obligation, moral virtue, justice, wisdom, and a good human life. Students will use these theories to evaluate critically their own ethical presuppositions and to form well-reasoned judgments about complex practical problems related to poverty. P. One Magis Core Philosophical Ideas course.

PHL 275. Philosophical Ethics: Energy and Environment. 3 credits.
A critical study of fundamental philosophical theories, including a utilitarian theory, a deontological theory, and a virtue ethics theory, about the nature and sources of moral obligation, moral virtue, justice, wisdom, and a good human life. Students will use these theories to evaluate critically their own ethical presuppositions and to form well-reasoned judgments about how to act in complex practical situations, including the practical situation associated with different types of energy technologies and their impacts on the environment. P. One Magis Core Philosophical Ideas course.

PHL 295. Philosophy Internship. 1-3 credits.
Students will gain entry-level professional experience in a vocational field of their choice under the supervision of a professional in the field. Students will reflect on how they use their philosophical knowledge, skills, and virtues in this experience under faculty supervision. P. Philosophy major; sophomore standing; instructor consent.

PHL 300. Ultimate Questions: Spirituality/Philosophy. 3 credits.
This course offers a philosophical perspective on some basic spiritual themes including suffering, compassion, forgiveness, love, death and the nature of ultimate reality. Students will study contemporary and historical discussions of these ideas. They will also be challenged to develop their own position on fundamental spiritual and religious questions. P. One Magis Core Philosophical Ideas course, one Magis Core The Christian Tradition course, and one Magis Core The Biblical Tradition course.

PHL 320. Ultimate Questions: God and Persons. 3 credits.
This course examines, from the viewpoint of rational inquiry, questions concerning God (classic and contemporary arguments on the existence of God and contemporary atheism and agnosticism, the nature of God, approaches toward God, the problem of evil in the light of belief in God) and human personhood (freedom and determinism, human destiny, the meaning of human life). P. One Magis Core Philosophical Ideas course, One Magis Core The Christian Tradition course and One Magis Core The Biblical Tradition course.

PHL 321. Epistemology. 3 credits.
Advanced study of human knowledge. Examination of the sources of knowing in reason and sense, grounds for establishing the validity of claims to know, the relationships between various sciences and other methods and ways of knowing. P. Philosophical Ideas course.

PHL 324. Native American World View, Culture and Values. 3 credits. (Same as NAS 324)
This course takes a multidisciplinary approach to formulating the varieties of worldviews among Native groups with an emphasis on commonalities and uniqueness among different groups during different historical eras. The course begins by critically looking at reconstructions of Native worldviews in the pre European contact era as constructed by later Natives, anthropologists and ethno historians based on a variety of sources. The course focus on the many media through which Native cosmologies are expressed as well as the historical circumstances that have continued to transform Native cosmologies. P. Philosophical Ideas course.

PHL 325. The Ostracism Of God And Modern Atheism. 3 credits.
An examination of the historical origins, theoretical foundations, and internal logic of modern atheism. P. Philosophical Ideas course.

PHL 328. Philosophy of History. 3 credits.
Examination of some speculative theories about the direction of history from Plato to contemporary authors. Examination of the critical philosophy of history which considers the nature and status of historical knowledge and methods. P. Philosophical Ideas course.

PHL 331. Moral Philosophy. 3 credits.
Advanced study of contemporary ethical theories, significant features of the moral life, and applications of both to contemporary moral problems. Satisfies Magis Core Designated Ethics. P. Philosophical Ideas course, Ethics course.

PHL 332. World Philosophy. 3 credits.
This course looks at different global philosophical traditions - for example, Indian Philosophy, Chinese philosophy, Buddhist philosophy, African philosophy and Western philosophy - from a historical perspective. It considers seminal texts, such as the Upanishads, the Analects, the Daodeching and the Dhammapada; and it looks at comparative themes, such as nature, suffering, violence, human nature, and the meaning of life. P. Philosophical Ideas course.

PHL 333. Philosophy Of The Human Sciences. 3 credits.
Examination of the methodology of the human sciences (e.g., psychology, sociology, political science) and comparison of this methodology with that of the natural sciences. Examination of Continental and Anglo-American criticisms, phenomenological social sciences, hermeneutics, and critical theory. P. Philosophical Ideas course.

PHL 334. Philosophy Of The Natural Sciences. 3 credits.
Investigation of basic concepts in natural science and of the elements of scientific inquiry - law, theory, causality, probability, confirmation and disconfirmation, proof, and scientific change. The history of the natural sciences, especially of the scientific revolution of the 16th and 17th centuries, is used as the context for analyzing these concepts. P. Philosophical Ideas course.

PHL 340. Philosophy of Language. 3 credits.
Introduction to some fundamental philosophical problems related to language through the study of classic and contemporary works. Topics such as meaning, reference, truth, and the relationship between meaning and use will be addressed. Satisfies Magis Designated Technology. P. Philosophical Ideas course.

PHL 342. Metaphysics. 3 credits.
Advanced study of the philosophy of being, the most general study of reality and its constitutive parts; examination of traditional and contemporary positions on the existence and nature of God, the ultimate character of matter and mind, the nature of being and becoming. P. Philosophical Ideas course.

PHL 345. Philosophy for Children. 3 credits.
This course introduces a curriculum aimed at fostering creative and critical thinking for children. Philosophy begins in wonder. This course seeks to reawaken the sense of wonder and protects children's capacity of questioning. A careful examination on the issue from both the theory and practice of doing philosophy with children will be involved. P. Philosophical Ideas course.

PHL 348. Philosophy of Feminism. 3 credits.
An examination of a number of philosophical approaches, such as those rooted in existentialism, liberalism, and Marxism, to issues concerning gender. Topics from fields such as ethics, politics, philosophy of law, epistemology, and philosophy of science will be addressed. P. Philosophical Ideas course.

PHL 351. Introduction To Chinese Philosophy. 3 credits. (Same as THL 351)
Origin and development of Chinese philosophy. The basic doctrines and moral principles that the Chinese tradition holds. Different schools of Chinese philosophy, such as Confucianism, Daoism, and Moism. How Chinese philosophy has been practiced in daily life. The conflicts between Chinese tradition and modern China. P. Philosophical Ideas course.

PHL 353. Introduction to Buddhism. 3 credits. (Same as THL 353)
Origin and development of Buddhism's basic doctrines and beliefs. The different schools of Buddhist traditions, and the changes as Buddhism spread from India through China and Japan to the West. How Buddhist teachings are practiced in daily life. P. Philosophical Ideas course.

PHL 354. Environmental Ethics. 3 credits. (Same as EVS 354)
Critical study of the anthropocentrism-nonanthropocentrism debate and the individualism-holism debate and how they affect each other in the context of the determination of ecological value. If anthropocentrism is in some ways defective, what implications do these defects have for our moral obligations to animals, plants, waters, soil, future generations, species, ecosystems, and the planet? Satisfies Magis Core Designated Ethics. P. Philosophical Ideas course, Ethics course.

PHL 355. Science, Technology, and Values. 3 credits.
Investigation of ethical issues raised by science and technology in such areas as change of the environment, governmental control of population, restrictions on scientific research, technology assessment, work in a technological society, and genetic manipulation. Also, consideration of science and technology themselves as values, their dominance in our culture and some of the effects of that dominance on other values. P. Philosophical Ideas course.

PHL 356. Philosophy of Peace and War. 3 credits.
Examination of philosophical issues related to peace and war. Emphasis on an analysis of the traditional just war theory and on the more extreme alternatives of pacifism and the "war is hell" doctrine. P. Philosophical Ideas course.

PHL 358. Social And Political Philosophy. 3 credits.
Critical study of classical and contemporary theories concerning the nature and value of social and political institutions such as the state, the family, and civil society. Examination of the nature and application of political ideals such as justice, freedom, equality, and community. Satisfies Magis Core Designated Technology. P. Philosophical Ideas course.

PHL 359. History of Ethics. 3 credits.
Examination of the history of Western ethical theory from ancients to contemporary philosophers. Emphasis on primary sources. P. Philosophical Ideas course.

PHL 360. History of Medieval Ethics. 3 credits. (Same as CNE 360)
An investigation of mediaeval ethics, tracing its roots in classical antiquity and religious tradition, outlining its innovations, and outlining the ways in which it lays the foundations of modern ethics. P. Philosophical Ideas course, Ethics course.

PHL 365. Classics of Political Thought. 3 credits. (Same as PLS 365)
Critical readings of Plato, Aristotle, Machiavelli, Hobbes, Locke, and Marx, with emphasis on their contributions to contemporary political understanding. P. So. stdg.

PHL 367. American Philosophy. 3 credits. (Same as AMS 367)
Surveys some of the works of significant figures in philosophy in America, both past and present. Includes classical American philosophy as well as important individuals outside that tradition. Focuses primarily on metaphysical and epistemological themes. P. Philosophical Ideas.

PHL 368. Moral Psychology. 3 credits.
Moral psychology studies issues at the junction of psychology and moral philosophy. This course investigates the nature of motives, intentions, emotions, and choices and their role in explaining our acts. It also explores states of mind (such as negligence, love, and anger) that might render an agent more or less responsible for an act. Other topics for discussion include self-deception, ignorance, and omissions. P. Philosophical Ideas course.

PHL 370. History Of Ancient Western Philosophy. 3 credits. (Same as CNE 370)
Examination of the origins and development of Western philosophy in ancient Greece and Rome from the pre-Socratics to Hellenistic philosophy, with substantial study of the works of Plato and Aristotle. P. Philosophical Ideas course.

PHL 371. History of Hellenistic Philosophy. 3 credits. (Same as CNE 371)
Examination of the development of Western philosophy after Aristotle during the Hellenistic period in ancient Greece and imperial Rome. The study of Epicureanism (pleasure is the highest good), Stoicism (living in agreement with nature is the highest good), Skepticism (peace of mind is gained by suspending one's judgment on all dogmatic claims to truth), and Neo-Platonism. P. Philosophical Ideas course.

PHL 372. History of Medieval Philosophy. 3 credits. (Same as CNE 372)
Study of St. Augustine and the development of Scholasticism; the Arab commentators; the achievements of St. Thomas Aquinas; Duns Scotus; William of Ockham and the rise of nominalism. P. Philosophical Ideas course.

PHL 373. History of Modern Philosophy. 3 credits.
Study of the development of Western philosophy from Descartes through Kant (1600-1800); examination of the central figures of Continental rationalism and British Empiricism, and the critical philosophy of Kant. P. Philosophical Ideas course.

PHL 374. History of 19th-Century Philosophy. 3 credits.
Study of important nineteenth-century philosophers such as Hegel, Feuerbach, Marx, Comte, Kierkegaard, Nietzsche, and Mill; themes include idealism, existentialism, Marxism, and utilitarianism. P. Philosophical Ideas course.

PHL 390. Philosophy of Law. 3 credits. (Same as PLS 390)
Using narratives, judicial decisions, and scholarly articles, this course examines philosophical problem related to law such as the nature of law itself and concepts such as responsibility, duty, liberty, rights, punishment, and justice. P. Philosophical Ideas course, Ethics course.

PHL 398. Introduction to Logic. 3 credits.
A formal study of reasoning and argument encountered in writing. Topics include: schematization of arguments, categorical logic, Venn diagrams, propositional logic, truth tables, inductive logic, validity, soundness, and forms of inference. P. Philosophical Ideas course.

PHL 399. Symbolic Logic. 3 credits.
Study of the historical development of logic; the nature of formal systems; truth tables; the method of deduction; propositional calculus; monadic and polyadic predicate logic and first order general predicate logic; axiomatics; introduction to set theory; metalogical problems. P. Philosophical Ideas course.

PHL 401. Themes in Contemporary Philosophy. 3 credits.
Examination of topics in philosophy as selected by the professor. Themes are chosen to highlight new developments in philosophy, contemporary expressions of traditional philosophical movements, or recent trends in specific philosophical traditions. Course will be subtitled in the Schedule of Courses. May be repeated to a limit of six hours. P. Philosophical Ideas course.

PHL 404. Bioethics and Society. 3 credits. (Same as HAP 404)
Bioethics and Society explores questions of ethics and social justice arising from present and emerging medical and biotechnologies, e.g. cloning, germline genetic engineering, and nanotechnology. Satisfies Magis Core Intersections and Designated Technology P. Critical Issues in Human Inquiry course. Sr. Stdg.

PHL 410. Stoicism. 3 credits. (Same as CNE 410)
Study of the philosophy originated by Zeno of Citium in the Stoa Poikile in Athens around 300 BCE and the influence of Stoicism in the history of Western philosophy. Investigation of the Stoic system of physics, logic, and ethics; the doctrines of naturalism, rationalism, fatalism, providence, cosmopolitanism, autarky, apatheia, and suicide. Possible topics include philosophy of mind, philosophy of language, freedom and determinism, and political philosophy. P. Philosophical Ideas course.

PHL 413. Philosophy and Literature. 3 credits.
Examination of philosophical concepts and issues crucial to understanding and appreciating works of great literature. Examination of philosophical themes within great literary works and/or literary aspects of important philosophical works. P. Philosophical Ideas course.

PHL 415. Thoreau and Environmentalism. 3 credits. (Same as AMS 415)
This course is a philosophical exploration of the relations among fiction, poetry and truth, in the context of reading one of the greatest classics of American literature, Henry David Thoreau's Walden. P. One Magis Core Philosophical Ideas course or Soph. stdg.

PHL 420. Science and Religion. 3 credits.
This course explores the relationship between science and religion from three perspectives: philosophy of science, scientific theories, and theology. Issues to be studied include: reductionism vs. emergentism, the relationship between God and world (including creation and evolution), the Galileo affair, and Darwin and design. P. Philosophical Ideas.

PHL 422. Aesthetics. 3 credits.
Examination of fundamental questions concerning art: The origins of art; the aims and purposes of art; the evaluation of art; the notion of beauty; truth in art; censorship, pornography, and art; the value of art. P. Philosophical Ideas course.

PHL 424. Philosophy of Mind. 3 credits.
Advanced study of philosophical writings on the relation between mental states and concomitant brain states. Examination of this problem in terms of its history and cultural significance, the metaphysical and methodological assumptions of proposed solutions, and attempts to adjudicate meta-theoretic conflict among said proposals. P. Philosophical Ideas course.

PHL 425. Sciences, Ethics & Society. 3 credits.
This course examines how values enter into science at various stages of practice, from the selection of problems to investigate and the ways in which evidence is evaluated to the ways in which science influences public policy and the ways in which science affects technology and our daily practices. P. Critical Issues in Human Inquiry course; Senior standing.

PHL 426. The Carceral State: Police Violence, Adjudication, and Mass Incarceration. 3 credits.
This course, on the carceral state, invites students to understand the three important answers to the question: what justifies punishment? It then invites them to explore this question in three sites: policing, judiciary, and within carceral structures such as jails and detention centers. Claims about systemic racial bias in all three sites will be investigated. A service learning component will take students to one of five community partners, and then be worked up at the end of the course as a final advocacy project. Satisfies Magis Core Intersections and Designated Ethics. P. Philosophical Ideas.

PHL 427. Food, Sex, and the Good Life. 3 credits.
In this course we will reflect philosophically and ethically upon two basic desires that human beings have in common with other animals: the desire for food and sexual desire. We will explore the distinctive ways that these desires are understood and pursued within our human form of life as rational, linguistic, meaning-seeking animals. We will especially consider how these desires are shaped by strong evaluative meanings such that they can be seen as part of a normatively higher, nobler, more meaningful way of life; in short, as part of 'the good life'. Satisfies Magis Core Intersections. P. Philosophical Ideas.

PHL 431. Topics in Moral Philosophy. 3 credits.
This course answers one of the most important questions raised by both western and non-western philosophers: What is the good life, or, what is the best kind of a human being can lead? P. Philosophical Ideas.

PHL 434. Philosophy of East Asian Literature and Film. 3 credits.
This course is a philosophical investigation into the moral values expressed in East Asian literature and film. Study of a wide range of master works will ground an examination of how Buddhism, Confucianism, and Daoism function in the lives of the peoples of eastern Asia. P. Philosophical Ideas.

PHL 436. Money and the Good Life. 3 credits.
This course explores the present default assumption that achieving a certain level of success in the going economy, together with standard psychological concomitants of that level of success, are sufficient for human happiness. P. Critical Issues in Human Inquiry; Senior Standing.

PHL 437. Literature, Philosophy and Economics: In Search of Economic Justice. 3 credits.
This course investigates the extent to which the application of principles of justice, fairness and reciprocity can be correlated with economic well-being, eudaemonia and sustainability, for agents involved in economic activity. While pointing to the harmful effects of competition, growth and profit as measurements of economic success wealth disparities, and the unbridled pursuit of self-interest, the course invites students to consider the economic value of cooperative division of labor, balanced co-existence with the environment and with other humans, fair exchange and just wealth distributions, and the taking into consideration of the well-being of others in economic decision-making. Ultimately, students in the course will be encouraged to consider whether and how justice in economic practices may be effectively constitutive of economic value and the only warrantor of the viability and sustainability of a good life. P. Critical Issues in Human Inquiry, Ethics, Contemporary Composition courses; Senior standing.

PHL 454. Environmental Philosophy. 3 credits. (Same as EVS 454)
Examination of a variety of theoretical approaches to philosophical issues concerning individual organisms, species, ecosystems, and the biosphere. Aesthetic, axiological, epistemological, and ontological issues may be addressed. P. Philosophical Ideas course.

PHL 455. Health Care, Society, And Values. 3 credits.
Philosophical examination of moral issues in medicine with emphasis on the social dimensions of health care and its delivery. Consideration of questions of justice, rights to health care, the social nature of health and disease, etc. P. One Philosophical Ideas course.

PHL 456. Public Health Ethics. 3 credits. (Same as HAP 456)
Lectures and small group discussions focus on ethical theory and current ethical issues in public health and health policy, including resource allocation, the use of summary measures of health, the right to health care, and conflicts between autonomy and health promotion efforts. Student evaluation based on class participation, a group project, and a paper evaluating ethical issues in the student's area of public health specialization. P. Philosophical Ideas course.

PHL 457. Biomedical Ethics: Philosophical and Theological Approaches. 3 credits. FA, SP, SU (Same as HAP 457, THL 457)
This course explores philosophical and theological ethical theories and analyzes and evaluates select issues in biomedicine and health care policy in light of those theories. Satisfies Magis Designated Ethics. P. Ethics course.

PHL 459. Marxism. 3 credits. (Same as GER 459, PLS 459)
In-depth study of the philosophical and political writing of Karl Marx, the historical evolution of Marxism, and its impact on contemporary thought. P. Philosophical Ideas course.

PHL 460. Humanity and the Concept of the Future. 3 credits.
This course examines the philosophical concept of time in relation to how one understands oneself as a member of a community that reaches back into the distant past and forward into the distant future, and the intergenerational ethical relations and obligations which emerge from the temporal and historical self-understanding. P. Philosophical Ideas course.

PHL 463. Phenomenology. 3 credits.
Examination of the central themes of phenomenology as a method and a movement, including the ideal of a presuppositionless philosophy, the thesis of the natural standpoint and phenomenological reduction, the method of imaginative or eidetic variation, the intuition of essences, and the concepts of intentionality, constitution, and the life-world. Emphasis on the major figures of phenomenology, including Husserl, Heidegger, Sartre, and Merleau-Ponty. P. Philosophical Ideas course.

PHL 464. Selected Topics in Ancient Philosophy. 3 credits. OD (Same as CNE 464)
Topic approach to selected problems or themes in ancient philosophy, or focus on an individual philosopher or school of philosophy. Course will be subtitled in the Schedule of Courses. P. Philosophical Ideas course.

PHL 465. American Pragmatism. 3 credits. (Same as AMS 465)
Examination and critical evaluation of the major works and themes of the American pragmatists: C. S. Peirce, William James, and John Dewey. Includes an examination of their relation to other philosophers. P. Philosophical Ideas course.

PHL 467. Existentialism. 3 credits.
Examination of major existentialist philosophies and themes including the works of Kierkegaard and Nietzsche; the development of twentieth-century existentialism; examination of the works of authors such as Heidegger, Jaspers, Marcel, Sartre, Buber, Camus, Unamuno. P. Philosophical Ideas course.

PHL 469. Contemporary Analytic Philosophy. 3 credits.
Survey of the 20th century analytic movement including the thought of Russell, Moore, and Wittgenstein; logical positivism and logical atomism; recent Anglo-American philosophical analysis. P. Philosophical Ideas course.

PHL 475. Multiculturalism: History, Philosophy, Literature, and Education. 3 credits.
An intensive examination of the theory (and practice) of multiculturalism, this course will consider historical, philosophical, literary, and educational perspectives on the encounter between different cultures, and their relevance for the contemporary world. P. Philosophical Ideas course.

PHL 479. The Philosophy of Love and Sex. 3 credits.
A philosophical investigation of the nature of love, the different kinds of love, the relationship between love and beauty, and between love and sex. P. Philosophical Ideas course.

PHL 480. Philosophical Classics. 3 credits.
An intensive examination and comparison of two major texts in the history of philosophy-for example, Aristotle's Nicomachean Ethics and Spinoza's Ethics; or Plato's Republic and Rousseau's political writings. May be repeated to a limit of six hours. P. Philosophical Ideas course.

PHL 481. A Major Philosopher. 3 credits.
An intensive examination of the work of one major philosopher. Examples might include Aristotle, Hume, Spinoza, or Kant. May be repeated to a limit of six hours. P. Philosophical Ideas course.

PHL 482. Race In America: Idea And Reality. 3 credits. (Same as AMS 482, BKS 482, HIS 482, PLS 482)
An examination of the idea and reality of race during key phases of U.S. history, with an emphasis on the contemporary situation. To understand the multiple meanings and experiences of race, the course draws on sources from science, literature, law, and philosophy. P. Philosophical Ideas course.

PHL 492. Senior Seminar. 3 credits. SP
Required seminar for all graduating philosophy majors. Examination of a variety of significant topics and texts in contemporary philosophy. Emphasis on discussion, short writing assignments and seminar presentations on authors such as James, Moore, Heidegger, Maritain Wittgenstein, Quine, Foucault, Nagel, McDowell, and Korsgaard. P. Oral Communication course; Contemporary Composition course; Sr. stdg; PHL major.

PHL 493. Directed Independent Research. 0-4 credits.
Subject matter and method to be worked out individually. May be repeated to a limit of six credit hours. P. Philosophical Ideas course.

PHL 495. Directed Independent Study. 1-4 credits.
Projects on philosophical issues or problems that are not primarily carried out through directed readings. May be repeated to a limit of six credit hours. P. Philosophical Ideas course; IC.

PHL 497. Directed Independent Research. 0-4 credits.
Research into a philosophical topic chosen by the student and pursued under the supervision of a member of the philosophy faculty. P. IC.

PHL 593. Advanced Readings In Philosophy. 1-4 credits.
Independent readings course worked out individually for the student. May be repeated to a limit of six hours. P. PHL major and IC.

PHL 597. Advanced Independent Research. 1-4 credits.
Either and individual research project designed by a student and mentored by a faculty member or a collaborative research project mentored by a faculty member in which the student plays a special leadership role. P. PHL 497.

PHY 105. Frontiers in Astronomy. 2 credits. FA, SP
Covers select topics in astronomy at the frontiers of research including the big bang and evolution of the universe, dark matter, dark energy, black holes, quasars, and the search for exoplanets and life in the universe. The scientific method and experimental tools used by astronomers are explored.

PHY 109. Introductory Astronomy. 3 credits. FA, SP
This course provides a broad survey of scientific understanding of the physical processes, structure, and evolution of objects in the universe in a lecture format. Topics include the nature and motions of celestial objects, the solar system, stars, galaxies, stellar remnants, large-scale structure in the universe and cosmology. P. One Magis Mathematical Reasoning; One Magis Core Understanding Natural Science course. CO: PHY 110 or IC.

PHY 110. Astronomy Laboratory. 1 credit. FA, SP
An introductory lab course that provides a deeper inquiry into fundamental concepts in astronomy through hands-on activities. Topics covered include the nature and motions of celestial objects, fundamental physical laws, the solar system, stars, galaxies, stellar remnants, and cosmology. P. One Magis Core Mathematical Reasoning; One Magis Core Understanding Natural Science course. CO: PHY 109 or IC.

PHY 123. Science for a Changing Planet: An Introduction to Earth Systems. 3 credits. (Same as EVS 123)
Introduction to the study of the earth system science for science and non-science majors. Topics include: the earth as a system, the geosphere, the hydrosphere, the atmosphere, the biosphere and the anthroposphere. This course explores the interactions between the earth systems, including how anthropologic processes modify the Earth's environment. P. Understanding Natural Science. CO: PHY 124.

PHY 124. Earth System Science Laboratory. 1 credit. (Same as EVS 124)
Laboratory work to acquaint the student with data collection and analysis, and earth system topics such as the earth as a system, the geosphere, the hydrosphere, the atmosphere, the biosphere and the anthroposphere. Appropriate for science and non-science majors. P. Understanding Natural Science. CO: PHY 123.

PHY 127. Sound and Music. 2 credits. OD
Basic course on the nature of sound, covering the generation, propagation and detection of sound, with particular applications to music.

PHY 131. Quantum Physics and Technology for Everyone. 2 credits. (Understanding Natural Science)
Basic concepts in quantum physics and information science for non-science majors, including quantum states, measurements, quantum bits, entanglement, and coherence. Applications in quantum computing, quantum communication, and quantum sensing. Prereq: Mathematical Reasoning.

PHY 152. Living in a Material World. 2 credits.
This course examines the common materials that shape our lives, using both fundamental physical principles and hand-on exploration to understand why certain materials possess the properties we desire. The course also considers the sustainability of materials, their impact on the environment and ethical considerations for their production and continued use. Satisfies Magis Core: Understanding Natural Science. P. Mathematical Reasoning.

PHY 157. Sustainable Energy. 2 credits. OD
Uses fundamental physical principles and hands-on exploration to develop an understanding of the energy sources available for our use. Covers current trends in energy production and consumption and an evaluation of the potential for a sustainable energy supply. Societal, technical and ethical considerations related to energy usage are emphasized.

PHY 187. Conceptual Physics. 2 credits. OD
Basic physics concepts and principles in areas of motion, force and energy, liquids and gases, thermodynamics, electricity and magnetism, light, sound, and x-ray and nuclear radiations, with examples from daily life as illustrations. Includes practice in conceptual, mathematical, graphical and statistical solution techniques of simple physics problems.

PHY 191. Exploring the Frontiers of Physics. 1 credit. OD
Survey of the current research frontier in the physical sciences. Each week, faculty will introduce and lead a discussion on a contemporary research field, focusing on the scientific and social significance. No formal math or science pre-requisites, intended for students interested in pursuing careers in the physical sciences. Repeatable to a maximum of 4 credits.

PHY 195. Selected Topics in Physics. 1-6 credits. OD
A physics project or special study in physics outside the normal curricular boundaries.

PHY 201. General Physics for the Life Sciences. 3 credits. FA, SP, SU
First semester of the general physics sequence for life sciences majors. Topics include kinematics, Newton's laws of motion, conservation of momentum and energy, rotational dynamics, thermodynamics, and fluids. CO: PHY 205.

PHY 202. General Physics for the Life Sciences II. 3 credits. FA, SP, SU
Second semester of the general physics sequence for life science majors. Topics include waves, electricity, magnetism, optics and modern physics. P. PHY 201 or PHY 213 or PHY 221 or DC; CO: PHY 206 or DC.

PHY 205. General Physics Laboratory I. 1 credit. FA, SP, SU
Laboratory work designed to acquaint the student with the measurement and uncertainty, error analysis, and physics topics such as thermodynamics and fluids. CO: PHY 201 or PHY 213 or PHY 221.

PHY 206. General Physics Laboratory II. 1 credit. FA, SP, SU
This lab is designed to accompany PHY 202, PHY 214 or PHY 222. In addition to laboratory activities, one contact hour of weekly lecture is included. Topics include oscillations, waves, optics, and d.c. circuits. This course is algebra-based. P. PHY 205; CO: PHY 202 or PHY 214 or PHY 222 or DC.

PHY 213. General Physics for the Physical Sciences I. 3 credits. FA
First semester of the general physics sequence for physical science majors. Topics include kinematics, Newton's laws of motion, conservation of momentum and energy, rotational dynamics, thermodynamics, and fluids. CO: MTH 245 and; PHY 205 or PHY 223 or department consent.

PHY 214. General Physics for the Physical Sciences II. 3 credits. SP
Second semester of the general physics sequence which is intended for students majoring in the physical sciences. Lecture and discussion. Topics include oscillations, waves, optics, electricity and magnetism, and modern physics. Calculus based. P. PHY 213 or PHY 221 or PHY 201, or MTH 245; CO: PHY 206 or DC.

PHY 221. Advanced General Physics I:Modeling the Physical World. 3 credits. FA
First semester in the physics sequence with a particular emphasis on mathematical modeling. Course is taught jointly with MTH 249. Topics include kinematics, Newton's laws of motion, conservation of momentum and energy, rotational dynamics, and fluids. P. MTH 245; CO: MTH 249.

PHY 222. Advanced General Physics II:Modeling the Physical World. 3 credits. SP
Second semester in the physics sequence with a particular emphasis on mathematical modeling. Course is taught jointly with MTH 349. Topics include oscillations, waves, optics, electricity and magnetism, and modern physics. P. PHY 221 or IC; CO: MTH 349.

PHY 223. Project Physics Laboratory I. 1 credit. FA
Project-based laboratory experiences to acquaint the student with physical phenomena, instrumentation and research methods in physics. Topics include kinematics, Newton's laws of motion, conservation of momentum and energy, rotational dynamics, thermodynamics, and fluids. CO: PHY 213.

PHY 224. Project Physics Laboratory II. 1 credit. SP
Project-based laboratory experiences to acquaint the student with physical phenomena, instrumentation and research methods in physics. Topics include oscillations, waves, optics, electricity and magnetism, DC and AC circuits, and modern physics. Satisfies Magis Core Doing Natural Science. P. Understanding Natural Science, PHY 205 or PHY 223; CO: PHY 202, or PHY 214, or PHY 222.

PHY 250. Three Dimensional Design. 2 credits.
A hands-on introduction to basic engineering principles, including forces, statics, mechanisms, mechanical systems. Basic design skills will also be explored, including the design process, 2- and 3-dimensional visualization and sketching, dimensioning and tolerances, CAD software, rapid prototyping equipment, and analysis of the environmental impact of designed products. Satisfies Magis Core: Understanding Natural Science.

PHY 301. Modern Physics. 3 credits. FA
An introduction to relativity and quantum physics. Special theory of relativity; quantization of electrical charge, energy and light; Bohr model of the atom; wave aspect of particles; wave-particle duality; Schroedinger equation in one dimension; applications of relativity and quantum theory in atomic, nuclear, and elementary particle physics. P. PHY 214 or PHY 222 or 202; and MTH 246.

PHY 302. Modern Physics Laboratory. 1 credit. FA
Laboratory work designed to acquaint the student with the quantization of electrical charge, energy and light, and the wave aspect of particles. CO: PHY 301. P. One Magis Core Mathematical Reasoning course.

PHY 303. Electronics Laboratory. 1 credit. ONY, SP
Basic course in electronics. Laboratory experiments include an introduction to measuring instruments, and applications of solid state components, and analog and digital integrated circuits. P. PHY 214 or PHY 222 or PHY 202.

PHY 351. Physics in Medicine. 3 credits. ONY, SP
A review of basic physics as it applies to radiation and the human body followed by an overview of major topics in the field of medical physics: x-rays and their uses in medical imaging, physics of nuclear medicine imaging, ultrasound imaging, magnetic resonance imaging, radiation therapy for cancer, and radiation biology. P. PHY 214 or PHY 222 or PHY 202.

PHY 353. Introduction to Biological Physics. 3 credits. ENY, SP
An introduction to the application of physics to the microscopic world of the living cell. Topics include: Diffusion, fluid dynamics at low Reynolds-number, thermodynamics of microscopic systems, chemical and entropic forces, self-assembly of ordered structures, mechanical and nerve impulses. P. PHY 214 or PHY 222 or PHY 202; and MTH 246.

PHY 397. Research Methods. 2 credits. FA
This course covers the foundational skills needed by students to conduct research in theoretical and experimental physics. Course topics include an introduction to scientific computing, measurement, data analysis, and error propagation, basic electronics skills, scientific writing, and an introduction to mathematical software packages. P. PHY 205; PHY 206; Mathematical Reasoning course.

PHY 471. Classical Mechanics. 3 credits. SP
Review of particle dynamics, the harmonic oscillator, rigid body mechanics, generalized coordinates; introduction to Lagrange's and Hamilton's equations. P. PHY 214 or PHY 222 or PHY 202; CO: MTH 347 or MTH 349 or MTH 350 or Instructor Consent.

PHY 481. Electricity and Magnetism. 3 credits. ONY, SP
Development of Maxwell's equations; Laplace's and Poisson's equations and boundary value problems; electromagnetic waves. P. PHY 214 or PHY 222 or PHY 202; and MTH 347.

PHY 491. Physics Seminar. 1 credit. FA, SP (Magis Designations: Ethics, Oral Communication)
Undergraduate physics seminar. Training in the organization and presentation of papers on advanced topics in physics. May be repeated to a maximum of three credits. Satisfies Magis Designations: Ethics, Oral Communication. P. Ethics, Oral Communication.

PHY 493. Directed Independent Readings. 1-3 credits. FA, SP, SU
A readings project under the guidance of a member of the faculty. Credit by arrangement. May be repeated to a maximum of six hours. P. IC.

PHY 495. Directed Independent Study. 1-3 credits. FA, SP, SU
A study project under the guidance of a member of the faculty. Credit by arrangement. May be repeated to a maximum of six hours. P. IC.

PHY 497. Directed Independent Research. 0-3 credits. FA, SP, SU
A research project under the guidance of a member of the faculty. Credit by arrangement. May be repeated to a maximum of six hours. P. IC.

PHY 499. Research Capstone. 1 credit. SP
This course serves as a capstone experience for undergraduate research. Students will organize and present, in written form, a comprehensive summary of their research project. Topics include literature search techniques and review, the use of bibliography and citation managers, scientific writing, peer review, and how to make scientific presentations. P. PHY 397; Contemporary Composition course. Co: PHY 497.

PHY 511. Physical Optics. 3 credits. ENY, SP
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. ENY, SP
Experiments in geometrical and physical optics: interferometry; lasers and holography; analytical methods based on optical principles. 3L. CO: PHY 511.

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. OD
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. ONY, SP
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. ENY, SP
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 565. Radiation Biophysics. 3 credits. FA, ONY
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. ENY, SP
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. ENY, FA
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 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.

PLS 101. Introduction to Politics. 3 credits. FA, SP
Introduction to the ways that human beings make collective decisions, both in governments and in other settings. Course surveys some of the perennial problems of political life, and introduces students to the ways that political scientists approach them.

PLS 105. Introduction to World Politics. 3 credits. FA, SP
Surveys the international political system, problems of conflict and cooperation, political geography, major forms of government, and cultural and economic sources of politics and policy. Case studies based on contemporary events using relevant political concepts.

PLS 115. Introduction to Comparative Political Systems. 3 credits.
This course is only available to students in the Jesuit Virtual Learning Academy dual credit arrangement with Creighton University.

PLS 121. American Government And Politics. 3 credits. FA, SP, SU (Same as AMS 121)
A course that provides a critical overview of American political institutions, processes, and policies. It shows how these institutions and processes are shaped by the Constitution, historical events and elections as well as by politicians, the media, interest groups, and public opinion.

PLS 215. Political Science Research Methods 1. 3 credits. FA, SP
Introduction to the concepts, techniques, and theories used by political scientists in understanding political systems at home and abroad. The course introduces students to the process of political and social inquiry. Selected case studies of Western and non-Western states. P. Contemporary Composition or HRS 101; So. stdg.

PLS 231. Introduction to Public Policy. 3 credits.
This course provides a foundational understanding for the study of public policy and administration. The course examines the public policy process ingovernmental systems, including the formation, implementation, and evaluation of policy as well as policy contexts and political factors. P. Sophomore standing.

PLS 301. European Political Systems. 3 credits. AY, FA
Introduction to party and parliamentary systems, political behavior, and policy-making processes in major West European nations. Special emphasis on the United Kingdom, France, Germany, and Italy. Contemporary policy issues such as European integration, financing of social services, economic growth and environmental regulation are considered. P. So. stdg.

PLS 302. British Government and Politics. 3 credits.
Study of the contemporary British political system including such matters as parliament, the evolving constitution, the role of the prime minister, the party system, etc. P. So. stdg.

PLS 303. Politics of Russia. 3 credits. OD
Course explores the reasons for the collapse of the Soviet Union and the problems of effective democratic governance and a free market economy in the Russian Federation Some comparisons are made with other former Soviet Republics. P. Understanding Social Science; Sophomore standing.

PLS 305. Eastern European Political Systems. 3 credits. OD
Course surveys the post-communist political systems of East Europe, including Albania, Bulgaria, the Czech Republic, Hungary, Poland, Romania the Slovak Republic, and the former Yugoslavia. Topics include the collapse of communist regimes, economic and political reform, democratization, ethnic conflict, and East-West relations. P. So. stdg.

PLS 310. Political Science Research Methods 2. 0-4 credits. SP
Introduction to quantitative methods used to test political hypotheses. Topics include research design, data collection, univariate, bivariate, multivariate statistics, and computer-assisted data analysis. Required of all majors. Satisfies Magis Designation: Statistical Reasoning; Magis Designation: Technology. P. One Magis Core Mathematical Reasoning course.

PLS 311. Politics of Africa. 3 credits. AY, FA (Same as AFS 311, BKS 311)
Introduction to politics of sub-Saharan Africa. Covers traditional African cultures, societies and polities; independence movements; and post-colonial politics. Discusses political parties, military interventionism, ethnic conflict, development policy and democratic reform. P. Sophomore standing; Understanding Social Science.

PLS 312. Canadian Government and Politics. 3 credits.
This course examines how the Canadian political system differs from our own, and why it evolved so differently. By comparing and contrasting the Canadian and American systems, students will better appreciate the advantages and disadvantages apparent in each country's approach to democracy. The course also provides a "hands-on" experience of the application of social science methodologies to the study of Canadian politics.

PLS 313. Politics of the Middle East. 3 credits. AY, SP
Comparative analysis of political systems in the Middle East. Focused on the process of political development and the transformation from traditional to modern political entities. Analysis of such issues as the Arab-Israeli conflict, rise of Islamic fundamentalism, U.S. involvement in the area, and geopolitical issues. P. So. stdg.

PLS 314. The Politics of Japan. 3 credits.
This course is to explore modern politics (both structure and major issues) of Japan in the post war era. The course will begin with a brief overview of the factors that lead to the post World War II Japanese Constitution and political structures. The country will be studied in the context of the globalization and the changes of the political dynamics in the Northeast Asia. Being the amalgamation of Western and East concepts in philosophy, economics, and politics, the question will be asked if the experiment that is post war Japan succeeded in forming the ideal modern state or if not, where we are to go next to obtain this goal. P. Understanding Social Science; Sophomore standing.

PLS 315. Politics of Asia. 3 credits. AY, FA
Introduction to the politics of selected Asian countries from a comparative perspective. Topics include political change and development; ethnic and other conflicts: domestic and regional problems; economic development; authority; and democratization. P. So. stdg.

PLS 316. Government and Politics of People's Republic of China. 3 credits. AY, SP
The nature of China's political culture, the distribution of power, key institutions and decision-making, political participation, and how people are mobilized for collective purposes. China's contemporary experiments in modernization. P. So. Stdg.

PLS 317. Latin American Government And Politics. 3 credits. AY, SP
Overview of the political systems of Latin America. Emphasis on impact of social institutions on political process and culture. Review of colonial legacies, governmental systems, political parties and interest groups, and issues of socio-economic development and democratization. Satisfies Magis Core Doing Social Science. P. One Magis Core Understanding Social Science course; So stdg.

PLS 318. InterAmerican Politics. 3 credits.
The primary goal of this course is to give students an understanding of the complex relationships forged between the U.S. and its southern neighbors. To accomplish this, we will study U.S. policy towards several Latin American states as well as their policies towards the U.S. in comparative perspective. P. So. Stdg.

PLS 319. Politics Of The Developing Areas. 3 credits. OD
Introduction to political and social issues underlying and forming developing areas politics. Theories of political development, the military, patron-client systems of politics, ethnic conflict, democracy and institutional development, statism and economic underdevelopment. P. So. stdg.

PLS 320. Law, Courts, and Politics. 3 credits. SP
Organization, functioning and political role of the courts and the legal process in the United States. Detailed attention given to theories of adjudication, staffing, judicial decision-making, and judicial review. P. So. stdg.

PLS 321. American Tribal Indian Government and Politics. 3 credits. (Same as NAS 321)
This course will provide students with an overview of the development of modern tribal governments, their powers, and the problems they face. Students will examine contemporary tribal governments and the issues currently facing tribes including economic development and intergovernmental relations. P. So. stdg.

PLS 322. American Presidency. 3 credits. AY, SP
Examines the evolution of the presidency and its role in contemporary America and in international politics. How the office is shaped by the constitution, historical precedent, public opinion, and presidential character. P. So. stdg.; One Magis Core Understanding Social Science course.

PLS 323. Campaigns and Elections. 3 credits. AY, FA
Examines the practical side of running for political office. Topics include campaign strategy, campaign organization, door-to-door campaigning, fund-raising, voter registration drives, polling, and volunteer recruitment. Students are required to work at least 50 hours on a political campaign. P. So. stdg.

PLS 324. Congress And The Legislative Process. 3 credits. AY, FA
Examines the evolution of Congress and the legislative process and its role in contemporary America and in international politics. Explains how the constitution, historical precedent, public opinion, and leadership characteristics shape the office. P. Understanding Social Science.

PLS 325. State and Local Government. 3 credits. OD (Same as AMS325)
Overview and analysis of state and local government institutions, political behavior and policies. Examines the theory of federalism and its current status. Emphasis on comparative social science analysis. P. So. stdg; Understanding Social Science.

PLS 326. Urban Politics. 3 credits.
This course examines politics and policy questions involving the governance of urban areas. The course covers historical shifts in urban politics andcontemporary debates of development, culture, power, and functions of cities and the effects for community engagement, local governments, and political institutions. P. So. stdg.

PLS 327. Minority Politics in America. 3 credits. OD (Same as AMS 327)
Explores the political experience of American racial and ethnic minorities with particular attention to the experience of black Americans. Reviews roots and patterns of unequal treatment of minorities, tactics and strategies used to attack these patterns, contemporary situations, and the tension between integrationist and self-determination strategies. P. So. stdg.

PLS 328. Mass Media In American Politics. 3 credits. AY (Same as AMS 328)
Analyzes the role of the media in contemporary American politics, focusing on its impact on public opinion, elections and day-to-day government. P. So. stdg.

PLS 329. Gender and Politics. 3 credits. AY, SP
Examines issues of gender and politics from political theory, political behavior, and public policy perspectives. Students critique democratic theory, analyze gender differences in voting and in officials' behavior, and develop proposals to address policy problems. P. So. stdg.

PLS 330. Cuba and the U.S.: Revolution and Restitution. 3 credits.
This course will introduce students to the developments that define Cuba-US relations, placing a strong emphasis on the historical and literary importance of the early independence movements of the 19th century, the growing Cuba-US relations during the early 20th century, the consequences of the Socialist revolution, and the deterioration of the relationship between the two countries that culminated with the US embargo.

PLS 331. Public and Non-Profit Administration. 3 credits. FA (Same as HAP 331)
Examines administrative processes and politics in government and non-profit settings. The course emphasizes application of material to case study examples of public and non-profit organizational challenges. Course covers local, state, and national bureaucratic politics. P. One Magis Core Contemporary Composition course and So. stdg.

PLS 332. Interest Groups and Political Parties. 3 credits. OD
The American political system relies on groups, including political parties and interest groups, to serve as a vital link between individuals and the government. This course explores this link by examining the role of interest groups and political parties in the policy process, the theories that help us understand them, and their political activities. Importantly, we integrate numerous examples, including health policy, the civil rights movement, unions, American Indian nations and others as we explore group dynamics in the American political process.

PLS 333. Environmental Politics And Policy. 3 credits. FA (Same as EVS 333)
An overview of the world's environmental problems from a political perspective. Focuses on the political dynamics that shape environmental policy making. P. So. stdg.

PLS 334. Public Policy and Healthcare. 3 credits. SP (Same as HAP 334)
Review of government policies and programs as they affect health care in the United States and other countries. Various systems of health insurance, the private medical market, governmental provision, development and evolution of managed care systems, current U.S. federal programs. P. So. stdg.

PLS 335. Federal Indian Policy and Law. 3 credits. OD (Same as AMS 335, NAS 335, SWK 335)
Investigates the relationships between Native Americans and the Euro-American in terms of how the Natives were perceived and the impact this has had on Colonial and Federal policies relating to Native populations. Emphasis is on the historical, political and cultural aspects of the relationship. P. So. stdg.

PLS 336. Policy Evaluation. 3 credits.
This course examines the methods and processes of public policy evaluation for government and nonprofit organizations. The course covers the theories and designs, analytical techniques, and political approaches for the effective use of policy and program evaluations in the public sector. P. Sophomore standing.

PLS 337. Constitutional Law. 3 credits. FA
Examines the Supreme Court's interpretation of the powers granted by the U.S. Constitution to the institutions of the federal government. Specific topics vary by semester but may include the power of judicial review, constraints on judicial power, the sources and scope of Congressional power, the domestic and foreign affairs powers of the president, and the separation of powers. P. So. stdg.

PLS 338. Rights, Liberties, and Justice. 3 credits.
Examines the Supreme Court's interpretation of the protections provided by the U.S. Constitution against governmental intrusion on civil rights and civil liberties. Specific topics vary by semester but may include 1st Amendment issues such as freedom of speech and freedom of religion, 4th, 5th, and 6th Amendment issues such as search and seizure and self-incrimination, and 14th Amendment issues such as the right to privacy and discrimination based on race, gender, and sexual orientation. P. Sophomore Standing.

PLS 339. Public Policy And Poverty In The United States. 3 credits. AY (Same as AMS 339)
Government policies and programs affecting the poor in the United States. Issues include various elements of welfare programs and policies, entitlement programs such as Medicare and Social Security, problems of intergovernmental activity in administrating social welfare. Examination of various critiques of social welfare policy and a review of reform proposals. Role of organized interests and public support relative to programs affecting the poor. Skill development includes policy formulation and analysis. P. So. stdg.

PLS 340. International Politics. 3 credits. FA
Course investigates the assumptions, purposes, and preferred actions of state and non-state actors. It explores patterns of global conflict and cooperation, power, interdependence, geopolitics, political economy, war, terrorism, diplomacy, international law, and peacemaking. P. So. stdg.; One Magis Core Understanding Social Science course.

PLS 341. Issues And Challenges In American Foreign Policy. 3 credits. AY
Key problems of contemporary American foreign policy: terrorism, weapons proliferation, weak states, regional and global economic crisis, human rights, trade, relations with the Middle East, security in Europe and Asia. Course reviews major institutions in the U.S. foreign policy process. P. So. Stdg.

PLS 342. Foreign Policy And Diplomacy Of Major Powers. 3 credits. OD
Course explores and analyzes comparatively the formulation and substance of the foreign policies of selected major powers: the United States, Russia, People's Republic of China and Japan. May be repeated if country of emphasis differs. P. So. stdg.

PLS 343. Bombs and Rockets: National Security Policy. 3 credits. OD (Magis Core Doing Social Science course)
This course introduces students to the basic concepts and issues of security in the contemporary world. The primary focus is on policy issues related to the use of force between and within countries. The goal of the course is to provide you with the analytical tools and factual knowledge that you will need to identify and assess current and future threats to national security. This is not a course solely on U.S. national security, but much of the material deals with the specific problems of the United States. Students are encouraged to apply what you learn in this course to the security concerns of other nations in the international system. After briefly reviewing the historical development of war, the course examines deterrence, alliances, collective security, conventional war, and the nuclear revolution. The course then analyzes emerging transnational threats such as terrorism, the challenges of the proliferation of nuclear, chemical and biological weapons, the tensions between economic globalization and the imperatives of homeland security and the technological changes giving rise to new weaponry such as military robotics as well as the prospects of cyber warfare. P. Sophomore standing.

PLS 345. International Political Economy. 3 credits. AY, FA
Overview of political problems and issues associated with world economic relationships and development. Political aspects of international trade, monetary and debt relations, aid relationships, technology transfers, and migration. Importance of national and multinational actors and a review of various ideological perspectives. P. So. stdg.

PLS 347. International Regimes. 3 credits. AY, FA
Course considers major theories in international relations that begin with the assumption that the world is dominated by webs of formal and informal agreements that facilitate co-operation and limit the sovereignty of nation-states. The course considers the possibilities these relational webs (regimes) hold for the global community. P. So. stdg.

PLS 352. Puerto Rico and the U.S.: Citizenship, Colonialism, and Cultural Nationalism. 3 credits. (Same as HIS 352)
An overview of the Puerto Rican history and relationship with the U.S. Course focuses on how Puerto Ricans experience, perform, and assign meaning to citizenship and cultural national identity in a colony with limited participation in the laws that govern them.

PLS 356. Constitutional Issues. 3 credits. (Same as HIS 356)
This course links both the Constitutional History of the United States with the Constitutional Law cases that laid the foundation for the living Constitution that exists today. The historical context and the judicial actions of the courts, from the Founding Fathers to the present, will be examined and debated. P. So. stdg.

PLS 357. Alternative Political Futures. 3 credits. OD
The objective of this future-oriented course is to enable students to see futures as multiple and open, to develop ideas about possible social and political alternatives, preferred forms of governance, envision and facilitate preferred futures so that their lives, and the lives of future generations might truly be more peaceful, just, fair, and livable than the present or any past. P. So. stdg.

PLS 360. Liberal Democracy And Its Critics. 3 credits. OD
Development of classical liberalism on American conservatives and liberals. Readings include Hobbes, Locke, and Mill, classical economists, utilitarians, and American pluralist writers, as well as their critics. P. So. stdg.

PLS 362. Conservative Political Thought. 3 credits. OD
Major works of Burke, deTocqueville, Montesquieu and other major classical conservative authors. Twentieth Century conservatism and its diverse philosophical currents. P. So. stdg.

PLS 365. Classics of Political Thought. 3 credits. AY, SP (Same as PHL 365)
Critical readings of Plato, Aristotle, Machiavelli, Hobbes, Locke, and Marx, with emphasis on their contributions to contemporary political understanding. P. So. stdg.

PLS 372. Equality, Minorities, And Public Policy. 3 credits. AY, SP (Same as AMS 372, BKS 372, HIS 372)
Incorporates continuing discourses between a historian and a political scientist. Exploration of the political processes whereby minorities have influenced the formulation and implementation of policy and governmental responses to demands for equal treatment. P. So. stdg.

PLS 390. Philosophy of Law. 3 credits. (Same as PHL 390)
Using narratives, judicial decisions, and scholarly articles, this course examines philosophical problem related to law such as the nature of law itself and concepts such as responsibility, duty, liberty, rights, punishment, and justice. P. Philosophical Ideas course, Ethics course.

PLS 401. The European Union. 3 credits. AY, FA (Same as GER 401)
Review of European co-operation and integration from the Treaty of Rome in 1958 to the present. Analysis of institutions and politics of the European Union. Issues such as currency integration, international trade, environmental and social regulation, admission of new members and movements of people. P. So. stdg.

PLS 402. Theories of Comparative Politics. 3 credits.
This course aims to introduce students to a broad array of 'classic' literature in the field of comparative politics. We will review and critique the pillars of comparative politics, including works in the areas of behavioralism, institutionalism, rational choice theory, comparative political economy and others. Our focus is on 'great works' as well as the debates they produced in their time and today. P. Sophomore standing.

PLS 405. Ethnicity, Nationalism and Democracy. 3 credits. AY (Same as AFS 405)
Course explores historical and contemporary patterns of democratization and ethnic conflict. Emphasis is on contemporary case studies and theories. P. So. stdg.

PLS 407. Revolutions and Revolutionary Movements. 3 credits.
Survey of major political revolutions. Case studies include France, Russia, China, Iran. Coverage of major theories regarding the causes and consequences of major revolutions as well as incomplete and failed revolutionary movements. P. Jr. stdg.

PLS 408. The New Institutionalism. 3 credits.
The New Institutionalism is rooted in rational choice theory, it focuses on deductive theory building to arrive at hypotheses about a very rich number of phenomena in the real world having to do with the interaction of institutions: supreme court decisions, presidential veto, congressional committee decisions, government formation in parliamentary systems, and the like.

PLS 409. International Law. 3 credits. SP
Contemporary nation-states are creations of international law. Course engages the many controversies over who is subject to this law, how the law is created and enforced, and the relationship of international law and international politics. P. Soph standing.

PLS 410. Seminar On Comparative Politics. 1-3 credits. OD
Each semester focuses on one problem or issue such as reforms in Eastern Europe, rebellion and repression in China, revolutions, the future of Israel, etc. May be repeated under different subtitles. P. So. stdg.

PLS 420. Seminar On American Government And Politics. 3 credits. OD
Each seminar focuses on one problem or issue such as corruption in government, environmental politics, restructuring and reforming American government; etc. May be repeated under different subtitles. P. So. stdg.

PLS 421. Public Opinion, Political Behavior And Survey Research. 3 credits. OD
Course explores how public attitudes and opinions about contemporary issues are formed and evolve. Opinion trends regarding key issues are explored, as well as techniques used to research these topics: questionnaire construction, sampling, and PC-based statistical analysis using SPSS. P.PLS 310 or SOC 314.

PLS 432. Democratic Theory. 3 credits. OD (Same as AMS 432)
Major themes and thinkers on the role of government and the nature of a democratic political culture. Issues such as popular control, public participation, local autonomy, individualism, political liberty, authority, and variations in democratic political ideology are explored. P. Jr. stdg.

PLS 433. Public Policy Analysis. 3 credits. AY (Same as HAP 433)
Examination of approaches to public problem solving and public policy analysis. Key theories of power and policy, strategies for analyzing public problems and developing policy proposals, and policy in specific areas. P. Jr. stdg.

PLS 435. Global Poverty and Development. 3 credits. AY
Theories and strategies of political, social and economic development of the least developed countries. Topics include: alternative models of development, problems of rural poverty, the roles of international organizations, political-economy of underdevelopment, international capital, and multi-national corporations. P. Magis Core Understanding Social Science; So. stdg.

PLS 436. Politics And Ethics Of Science And Technology. 3 credits. AY (Same as SRP 436)
Study of the interrelationship of politics, ethics and science in contemporary societies. The course examines the role of government in encouraging and regulating science and technological development in American and international settings. P. Sr. stdg.

PLS 437. Religion And Public Life In The United States. 3 credits. OD (Same as AMS 437)
Survey of American religious experiences and their impact on politics. Includes the guarantees of religious liberty, religion and political activism, and religion as a source of conflict and consensus. P. So. stdg.

PLS 439. Dangerous Words: The First Amendment To The Constitution. 3 credits. AY
Course confronts the distinction between words and actions that underlies much of our understanding of the First Amendment's guarantees of freedom of speech and press. Uses constitutional decisions regarding the First Amendment to explore the nature of language and its effects. P. Jr. stdg.

PLS 440. Seminar on International Relations. 1-3 credits. OD
Each seminar focuses on one problem or issue such as disarmament, the future of the Atlantic Alliance, terrorism, Third World debt, Russian-American relations, Islamic fundamentalism, etc. May be repeated under different subtitles. P. So. stdg.

PLS 459. Marxism. 3 credits. OD (Same as GER 459, PHL 459)
In-depth study of the philosophical and political writing of Karl Marx, the historical evolution of Marxism, and its impact on contemporary thought. P. Philosophical Ideas course.

PLS 461. Contemporary Political Theory. 3 credits. OD
How political scientists conceptualize and interpret key issues of contemporary political life. Issues such as the expansion and centralization of legitimate power, logic of organizational behavior, rational-choice theories of individual and group behavior and others. Authors include Dahl, Lowi, Huntington, Downs, Lindblom, Olson, Ostrom, Simon, etc. P. Jr. stdg.

PLS 463. Game Theory And Social Choice. 3 credits. OD
Introduction to economic modeling of political interactions and social choice processes. Covers a set of analytic tools that are used to explain and predict political and economic behavior. P. Jr. stdg.

PLS 465. Faith and Political Action. 3 credits. AY (Same as JPS 465)
Challenges students to understand theological and political science perspectives on social policy issues and the work of religious-based organizations in politics. Course includes 20 hours of work with a community partner during the semester. P. Sr. stdg.

PLS 472. International Conflict. 3 credits. SP
Patterns and possible causes of international terrorism, legitimacy, ethnic conflict, and interstate war. Examines political culture, social context, economic interests, interplay of nationalism and political change. Explores contemporary theories including realism and neo-realism, liberalism and neo-liberalism, bargaining, and game theory. P. So. stdg.

PLS 481. Poverty, Development and Public Policy. 3 credits. SU
Course explores in an international and comparative way the multi-dimensional nature of poverty, including such factors as political powerlessness, physical and social isolation, racial and gender discrimination and economic systems. Ethical issues regarding these are explored. P. Sr. stdg.

PLS 482. Race In America: Idea And Reality. 3 credits. OD (Same as AMS 482, BKS 482, HIS 482, PHL 482)
An examination of the idea and reality of race during key phases of U.S. history, with an emphasis on the contemporary situation. To understand the multiple meanings and experiences of race, the course draws on sources from science, literature, law, and philosophy. P. Philosophical Ideas course.

PLS 483. Public Affairs Internship. 1-6 credits. FA, SP, SU
Students work as entry-level professionals in selected offices of government or government related agencies and organizations. May normally be repeated to a limit of six hours unless a departmental wavier is granted. Normally, junior standing and a 3.0 grade-point average are required for internship placement. P. Sophomore standing; Magis Core Ethics course.

PLS 485. Practicum In The United Nations. 1-3 credits. SP
Research and supervised simulation of the diplomatic roles of actors in the United Nations System. P. IC.

PLS 487. Practicum In Selected National Policy Issues. 1-6 credits. FA, SP, SU
Students participate in seminars, workshops, and projects on selected policy issues in Washington, D.C. P. IC.

PLS 488. Senior Colloquium in Political Science. 3 credits. OD
Intensive survey of selected seminal authors in political science. P. Jr. stdg.

PLS 490. Advanced Research Practicum. 3 credits. OD
Intense exploration of a research project to include the study of advanced methods, the development of the research question, compilation of the literature review, explication of the hypothesis(es) and theory, acquisition and testing of the data, and formation of conclusions and implications. Goal is an article of publication quality. P. IC.

PLS 493. Directed Independent Readings. 1-3 credits. FA, SP, SU
Program of readings arranged by the student in cooperation with a consenting instructor in the department. May be repeated to a limit of six hours unless departmental waiver granted. P. IC.

PLS 497. Directed Independent Research. 1-3 credits. FA, SP, SU
Individual research and writing under the direction of a consenting instructor in the department. May be repeated to a limit of six hours. P. IC.

PLS 520. Statistical Methods for Public Administration and Policy Analysis. 3 credits. OD (Same as HAP 520)
Application of research methods tools to public management issues. Reviews basics of research design with attention to public management applications such as benchmarking. Covers the use and interpretation of key statistical methods in public management applications. Introduces use of other quantitative methods such as cost/benefit analysis and qualitative methods such as focus groups. P. IC.

PLS 530. Advanced Statistics for Political Science. 3 credits.
This course is designed to acquaint students with advanced research tools used by political scientists. We will build on basic bivariate models to include an array of multivariate techniques, including those that incorporate time series and cross sectional data. By the end of the semester, students will be able to produce a sophisticated data analysis project that could be publicly presented. P or CO: PLS 215 and PLS 310.

PLS 540. Structural Injustice: Engaging Constructively with Demographic Change. 3 credits.
The 2040 Initiative Seminar examines the challenging issues that arise as changing demographics trends in racial and ethnic make up in the United States as well as other sweeping trends like the aging of the Baby Boom generation, continuing urbanization, growing economic inequality and residential self-sorting of citizens intersect with law and politics. The course examines demographic trends, explores the ethical, legal, and political issues related to these trends, and examines policy options and social changes to bring about more just and effective systems. P. Senior Standing; One Magis Core Critical Issues in Human Inquiry course.

PLS 591. Senior Research Seminar In Political Science. 3 credits. FA
Students work in seminar environment on original research project and prepare individual senior theses required for graduation. P. Magis Core Oral Communication course; Magis Core Contemporary Composition course; PLS 215; PLS 310; Sr. stdg.

PLS 592. Advanced Research Practicum. 3 credits.
Intense exploration of a research project to include the study of advanced methods, the development of the research question, compilation of the literature review, explication of the hypothesis(es) and theory, acquisition and testing of the data, and formation of conclusions and implications. Goal is an article of publication quality. P. Instructor consent.

PSY 120. General Psychology. 3 credits.

PSY 201. Introductory Psychology. 3 credits. FA, SP, SU, W
Introduction to the methods used in the psychological science and basic concepts, findings, and theories in the study of behavior and mental processes.

PSY 270. Personal Growth And Development. 3 credits. SP
Encourages students to explore, expand, and deepen their understanding of themselves. Activities are structured to provide opportunities for self-discovery, either working alone or with others in pairs or small groups. P. PSY 201.

PSY 271. Developmental Psychology. 3 credits. OD
An overview of psychological, emotional, social, and physical patterns of behavior related to the following stages: prenatal, infancy, and early childhood; late childhood; adolescence; early adult years; middle adult years; and late adulthood. P. PSY 201. This course does not fulfill any of the requirements of the psychology major.

PSY 272. Psychology Of Separation And Loss. 3 credits. FA
Discussion of the insights and scholarly research on the ramifications of separation and loss, as well as strategies for coping with these events. Areas of concern include death and dying, the loss of relationships, the loss of physical and cognitive abilities, employment loss, and loss of self-esteem. P. PSY 201.

PSY 313. Research Methods And Statistics I. 3 credits. FA, SP
This course will teach and apply the statistics and research methods utilized in non-experimental psychological research. The content covered in this course will provide a strong foundation for understanding psychology as a science and will include application of course material using statistical software. P. PSY 201; CO: PSY 314.

PSY 314. Research Methods and Statistics I - Laboratory. 1 credit. FA, SP
This laboratory applies knowledge gained in the lecture course. It includes research ethics, conducting descriptive research studies in the behavioral sciences, and writing research reports using APA writing style. You will learn how to design, implement, analyze, and report on an independent, descriptive research project. P. PSY 201; CO: PSY 313.

PSY 315. Research Methods And Statistics II. 3 credits. FA, SP
This course teaches and applies inferential statistics and experimental research methods. Statistical techniques emphasize univariate and between-groups analysis based primarily on normal distributions. The methods component concentrates on identifying and eliminating sources of error in psychological research. For Psychology Majors only. P. PSY Major; PSY 201; PSY 313; PSY 314; Understanding Social Science; Mathematical Reasoning. CO: PSY 316.

PSY 316. Research Methods And Statistics II Laboratory. 1 credit. FA, SP
This laboratory applies knowledge learned in lecture. It focuses on research ethics, conducting experimental studies, and writing research reports using APA style. By the end of the semester, you will have designed, implemented, analyzed, and reported on an independent research project. For Psychology majors only. P. PSY 201; PSY 313; PSY 314; Understanding Social Science; Ethics; Oral Communication; Contemporary Composition; CO: PSY 315.

PSY 326. Undergraduate Internship In Psychology. 3-4 credits. FA, SP
Provides advanced students with opportunities for field experience in clinical/counseling and human services. Carried out in cooperation with Omaha-area agencies that can provide adequate professional supervision of students. Experiences vary depending upon the characteristics of the student and the agency. In addition to placement time, there is a required discussion session on campus. May be repeated to a limit of eight hours. P. PSY major; Jr. or Sr. stdg.; IC.

PSY 341. Infant and Child Development. 3 credits. FA, SP
Development of the child from conception through late childhood. Covers such topics as emotional, physical, motor, cognitive, and social development, as well as issues encountered in child-rearing P. PSY 201.

PSY 342. Adolescent And Adult Development. 3 credits. SP, SU
Examines the second part of the lifespan. Human development in adolescence, young adulthood, midlife, and late adulthood is explored through discussion of various topics including: physical changes, cognitive development, social and personality development, the transition to adulthood, sexuality and relationships, marriage, parenthood, work and retirement, stress and coping, and death and dying. P. PSY 201.

PSY 343. Psychology of Personality. 3 credits. FA, SP
Principles and theories of personality from a scientific perspective. P. PSY 201.

PSY 344. Social Psychology. 3 credits. FA, SP
Exploration of the social factors that influence individual behavior and mental processes. Areas covered include social cognition, persuasion, conformity, aggression, altruism, and perceiving others. P. PSY 201.

PSY 351. Psychopathology. 3 credits. FA, SP, SU
Survey of psychological disorders of adulthood with emphasis on the clinical description of each disorder, explanatory theories, research on etiology and treatment, and issues in prevention. P. PSY 201.

PSY 352. Health Psychology. 3 credits. FA, SP
Explores the psychological factors involved in health and illness. Topics include stress, disease and personality, patient compliance, health transactions, medical decision-making, and training of health professionals. P. PSY 201.

PSY 353. Industrial Psychology. 3 credits. SP
An overview of industrial (personnel) and engineering (human factors) psychology. including the changing nature of work. Topics include technology in the workplace, test development and validation, job analysis, personnel selection, performance appraisal, training, and legal issues in personnel. P. PSY 201.

PSY 361. Neuropsychology. 3 credits. FA
An introduction to how the neurological organization of the brain influences the way people think and act. Discussion focuses primarily on dysfunctional systems. Topics include motor disorders, agnosias, attention, memory, and developmental disorders. P. PSY 201.

PSY 363. Psychology and the Law. 3 credits. FA
Examination of the interface between psychology and the law in criminal and civil issues. Topics include juvenile justice, civil commitment, the duty to warn, rights of victims and the accused, competency to stand trial, the insanity defense, use of confessions, eyewitness reliability, and use of expert witnesses. P. PSY 201.

PSY 367. Contemporary Trends in Psychology. 1-3 credits. OD
Our dynamic society gives rise to psychological issues of current importance. The flexibility of this course will permit exploration of current topics. May be repeated to a limit of six hours. P. PSY 201.

PSY 369. Organizational Psychology. 3 credits. FA
An overview of organizational psychology. Topics include motivation, leadership, group processes, organizational stress, job satisfaction, communication processes, decision theory, power, and organizational effectiveness, development, and change. P. PSY 201.

PSY 370. Applying Research Methods and Statistics in Psychology. 3 credits.
This course will examine: a) the philosophical roots of empirical science, b) key topics in understanding social science (e.g., understanding the merits and limitations of descriptive and experimental research), and c) the application of these research methods and statistics to their own laboratory (i.e., experiments) and field data (e.g., surveys and naturalistic observation). P. Understanding Social Science course; Mathematical Reasoning course; PSY 201. This course does not fulfill any requirement for the psychology major.

PSY 376. School Psychology. 3 credits. FA
This course is designed to be an introduction to the application of psychology in the school systems. School-related issues, including those applying to systems and individuals, will be discussed. P. PSY 201.

PSY 377. Psychology and AIDS. 3 credits. SP
A study of the psychological aspects of HIV/AIDS, its impact on our health care systems, and society in general. P. PSY 201.

PSY 401. The Psychology of Prejudice. 3 credits.
This course will examine various theories, research methods and findings on the processes and mechanisms that promote stereotyping, prejudice, and discrimination, as well as how to effectively reduce prejudice and discrimination. Each module takes a different perspective on this most complex and persistent human problem. P. PSY 201.

PSY 423. Psychological Assessments. 3 credits. FA
This course provides content in two key areas associated with the development and use of psychological tests and assessments. The course begins with basic psychometric issues such as reliability and validity. The course also focuses on how various types of tests and assessments are used in clinical, school, and work settings. These include personality assessment, cognitive ability assessment, aptitude and ability testing. P. PSY 201.

PSY 424. History And Systems Of Psychology. 3 credits. SP
Survey of some historical antecedents of modern psychology and a review of major contributors to psychology and their particular historical contexts. P. PSY 201. P. Jr. or Sr. stdg.

PSY 426. Evolutionary Psychology. 3 credits. SP
The course examines the mechanisms of the human mind through the lens of evolution. Human behavior is influenced by psychological mechanisms and adaptations that evolved to cope with the challenges of survival and reproduction in our evolutionary past, and understanding these procedures can unify diverse areas of psychology. P. PSY 201; Jr. or Sr. Stdg.

PSY 428. Cross-Cultural Issues in Psychology. 3 credits. SU (Same as BKS 428)
Explores gender, ethnic, and cultural factors that influence the beliefs, values, behaviors, and experiences of individuals. Provides a fundamental understanding of one's own culture and behavior through exploration of a variety of cultures. P. PSY 201. P. Jr. or Sr. stdg.

PSY 431. Cognitive Psychology. 3 credits. FA, SP
Survey of current psychological views of human information processing including such topics as attention, perception, short-term memory, long-term memory, reasoning, and problem solving. P. PSY 201.

PSY 433. Motivation and Emotion. 3 credits. FA
Surveys research and theories related to human motivational processes, goal pursuit, and approaches to emotional states such as anger, happiness and sadness. Relevant research will focus on biological, psychological, and environmental influences on motivation and emotion. P. PSY 201.

PSY 434. Principles of Behavior. 3 credits. FA, SP
Explores experimental paradigms of learning. Topics include classical and operant conditioning, discrimination, generalization, and extinction of learned responses. P. PSY 201.

PSY 436. Sensation and Perception. 3 credits. FA
Focuses on the psychological impact of physical stimulation. The processes whereby humans derive meaning from visual, auditory, tactual, olfactory and gustatory stimulation are discussed. P. PSY 201.

PSY 437. Behavioral Neuroscience. 3 credits. FA, SP
Examines biological bases of behavior with emphasis on mechanisms of neuron function and general neuroanatomy. Sensory function, motor control, and current information regarding the physiology of learning and memory are also discussed. P. PSY 201.

PSY 441. Cognitive Neuroscience. 3 credits.
This course will explore how thinking develops and changes throughout the lifespan. Topics discussed will include how neurocognitive architecture changes (i.e., brain changes) underlie behavioral changes in memory, attention, reading, and decision-making. Scientific experiments on development will be examined. P. PSY 201.

PSY 463. Forensic Psychology. 3 credits. SP
Surveys the intersection of mental health practice and the law. Focuses on what clinical forensic psychology has to offer legal processes and how the law may dictate the interests of and research conducted by practicing psychologists. P. PSY 201.

PSY 464. Developmental Psychopathology. 3 credits. FA
Introduction to the variety of psychopathological disorders that occur during infancy, childhood, and adolescence. Conditions studied include attachment disorder, autistic disorder, conduct disorder,schizophrenia, eating disorders, and dissociative identity disorder. P. PSY 201 and PSY 341; Jr. stdg.

PSY 465. Advanced Behavioral Research. 3 credits. OD
A comprehensive research course that directs students to integrate classroom research concepts with hands-on experience through existing research programs. Especially recommended for majors planning graduate study. P. PSY 315, PSY 316; IC; Jr. or Sr. stdg.

PSY 470. Human Sexuality. 3 credits.
An empirical basis for understanding human sexuality; examination of personal sexual values and standards in the context of the physiological, psychological, and socio-cultural components of human sexuality. P. PSY 201; Jr. stdg.

PSY 471. Crisis Intervention. 3 credits. OD
Offers an introduction to the front-line interventions and basic therapeutic techniques used in crisis management. Skills are taught through their applications to specific crises including battering, sexual assault, substance addiction, suicide, and bereavement. P. PSY 201.

PSY 472. Group Dynamics. 3 credits. OD
An exploration of the social psychological aspects of group dynamics as they apply to all types of small groups. Topics covered include group goals, team development, group cohesion, leadership, decision-making, and dealing with diversity. P. PSY 201.

PSY 473. The Psychology of Gender. 3 credits. OD
This course will examine the topic of gender - the behaviors and attitudes that relate to (but are not entirely congruent with) biological sex. A critical review of gender research is at the center of this class. We will review empirical articles on sex, gender-related behaviors taken from the areas of psychology, sociology, biology, biochemistry, neurology, evolution, and anthropology to generate an overall picture of gender from a psychological perspective. P. PSY 201.

PSY 474. Undergraduate Internship In Industrial/Organizational Psychology. 3-4 credits. OD
Field experience in industrial-organizational psychology for upper-level students. Students are placed in Omaha-based organizations. Past placements have offered experience in employee selection, performance appraisal, training, compensation, affirmative action, test construction and validation, and various legal aspects of industrial-organizational psychology. May be repeated to a limit of eight hours. P. PSY major, Jr. or Sr. stdg., IC, PSY 353.

PSY 475. Clinical Psychology. 3 credits. SP
The purpose will provide students with an overview of the history, roles, responsibilities, activities, and theories in the field of clinical psychology. Topics include the history of clinical psychology, theoretical models, assessment and intervention approaches, specialization, ethics, and current trends in the field. P. PSY 201.

PSY 481. Drugs and Behavior. 3 credits. FA
This course will provide an overview of psychotropic drugs, both legal and illegal. Topics will include basic psychopharmacology, physiological brain effects, historical and current drug and drug-war American culture, social impacts and controversial issues related to drug use and abuse. P. PSY 201.

PSY 491. Honors Seminar. 3 credits. FA
Selected senior students, under the direction of the faculty member, will address some topic that has current prominence in the field of psychology. Students will do an extensive reading of the literature, discuss their findings with the group, and then produce a quality paper on the topic. Participants will be selected by the faculty of the Department of Psychology. P. IC; Jr. or Sr. stdg.

PSY 495. Directed Independent Study. 1-3 credits. FA, SP, SU
Provides the student an opportunity to design a course of study in a particular area of interest in psychology. The content may be applied or academic in nature, and the student is required to work with a faculty member in the design and implementation of this course of study. May be repeated to a limit of six hours. P. PSY major; Jr. stdg.; IC.

PSY 497. Directed Independent Research. 0-3 credits. FA, SP, SU
Provides the student an opportunity to explore a particular area of interest. This exploration might be in the form of empirical research or library research. The content will be agreed upon by the student and a faculty member in the Department of Psychology. May be repeated to a limit of six hours. P. PSY major; Jr. stdg.; IC.

PSY 510. Growth and Development. 3 credits.
This course covers the theory and research literature of human development in every phase of life. Physical, cognitive, language, motor, personality, social, affective, moral, and spiritual development are considered as the course seeks to prepare students for roles in school, counseling, or therapeutic settings. P. EDU 170 or PSY 201. Please note: This course does not fulfill any of the requirements of the psychology major.

PSY 540. Introduction to Counseling: Professional Orientation and Ethics. 3 credits. OD (Same as COU 540)
A survey of the counseling process including the role of the counselor, characteristics of clients, helping and referral skills, and theories of counseling. The Code of Ethics supporting the profession is introduced. P. Sr. stdg.

PSY 590. Counseling Significant Losses. 3 credits. OD (Same as COU 590)
An investigation of the counseling process as applied to life events that occur in the area of significant loss. An investigation of the role of the counselor, characteristics of clients, helping and referral skills, and theories of counseling as applied to significant loss events.

RSP 101. An Introduction to the Culture of Collegiate Life. 0.5,1 credits. FA
This course introduces first-year students in the College of Arts and Sciences (CCAS) to life at Creighton University. In addition to the topics common to all 100-level RSP courses, students learn about the CCAS Ratio Studiorum, or plan of study, including the College's six learning objectives and degree requirements (major and minor). Assignments may include class discussion of a selected book that addresses aspects of self-exploration and self-discovery. The course is taught by a Faculty Preceptor, supported by a Decurion (a junior or senior personally invited by the Preceptor).

RSP 102. An Introduction to the Culture of College Life. 1 credit. FA
This course introduces first-year students in the College of Nursing to life at Creighton University. In addition to the topics common to all 100-level RSP courses, students learn about Nursing's Ratio Studiorum, or plan of study, including the College's Program Objectives and degree requirements. Assignments include class discussion of a selected book, read during the summer, that addresses aspects of self-exploration and self-discovery. The class is taught by a Faculty Preceptor, supported by a Decurion (usually a senior Nursing student personally invited by the Preceptor).

RSP 103. An Introduction to the Culture of Collegiate Life. 1 credit. FA
This course introduces first-year students in the Heider College of Business to life at Creighton University. In addition to the topics common to all 100-level RSP courses, students learn about the College's Ratio Studiorum, or plan of study, including the College's six learning objectives and degree requirements (major and minor). Course readings and class discussions focus on concepts of leadership and the College's leadership development program. The course is taught by a Faculty Preceptor, supported by a Decurion (an upperclassman personally invited by the Preceptor).

RSP 104. Introduction to the Culture of Collegiate Life. 0.5 credits. FA
This course introduces first-year students in the Honors Program of the College of Arts and Sciences to life at Creighton University. In addition to the topics common to all 100-level RSP courses, Honors students learn about the CCAS Ratio Studiorum, or plan of study, including the College's six learning objectives and degree requirements (major and Honors Program). Assignments may include class discussion of a selected book that addresses aspects of self-exploration and self-discovery. The course is taught by a Faculty Preceptor, supported by a Decurion (a junior or senior personally invited by the Preceptor).

RSP 105. Introduction to the Culture of Collegiate Life. 1 credit. FA, SP
This course introduces transfer students in the College of Arts and Sciences and Heider College of Business to life at Creighton University. In addition to the topics common to all 100-level RSP courses, transfer students learn about their respective College's Ratio Studiorum, or plan of study, including its learning objectives or goals and its degree requirements. Assignments may include class discussion of a selected book that addresses aspects of self-exploration and self-discovery. The course is taught by a Faculty Preceptor, supported by a Decurion (usually a former transfer student personally invited by the Preceptor).

RSP 110. Student Support Svcs Lab. 0 credits.
This non-credit lab serves as a co-curricular component for first-year students enrolled in the University's Student Support Services program. In conjunction with the students' RSP course, RSP 110 allows for further development of the non-cognitive skills necessary for the transition to college life.

SOC 101. Introduction to Sociology: Self and Society. 3 credits.
Human beings live out their lives in a multitude of social relationships. This course explores the meaning of these relationships by considering four questions: (1) How is social life organized? (2) What consequences does this social organization produce? (3) How does social organization change? (4) How does this organization affect individuals?.

SOC 170. Social Science and Social Problems. 3 credits.
This course examines how and why some issues come to be conceptualized as social problems and how this affects understandings of their causes and potential remedies. Today inequalities of class, race, gender, sexuality, and ability are the subject of social justice struggles that must be understood in both personal and institutional terms. CO: Oral Communication.

SOC 201. Introduction to the Criminal Justice System. 3 credits. (Same as CRJ 201)
A survey of the development, modification, and enforcement of criminal law. Special attention will be given to the courts, corrections, and enforcement agencies, and the role of competing values in the decision-making process. In addition to the western legal heritage that has been the principle influence in U.S. criminal law, the perspective of non-western traditions of criminal justice will be addressed. P. Sophomore standing.

SOC 211. Medical Anthropology. 3 credits. (Same as ANT 211)
This course utilizes a variety of anthropological theories to explore human experiences of health, illness and healing. It examines the role of culture in shaping illness and healing systems, studies the interconnections between humans and pathogens, and considers how social power relations affect disease patterns. Students also learn about different types of healers, diagnostic techniques, ritual and pharmacological therapies, spirit possession, and shamanism.

SOC 301. Social and Cultural Theory. 3 credits. (Same as ANT 301, AMS 301)
An exploration of the ideas central to sociology and anthropology from the perspective of their historical and contemporary theories. Special attention is given to the implications of these ideas for understanding human social values. P. So. stdg.

SOC 309. The Urban Social System. 3 credits. (Same as BKS 309)
Examination of the process of urbanization as it affects the lives and institutions of local populations and incorporates them into much larger national and international systems.

SOC 310. Religion And Contemporary American Society. 3 credits.
An examination of religious beliefs, behaviors, and structures as they relate to contemporary America. In addition to studying established religious forms, attention is also given to the public controversies connected with religion and to new religious movements and trends. P. So. stdg.

SOC 312. Research Design for the Social Sciences. 3 credits. (Same as HAP 312, CRJ 312)
Introduction to social science research methods. Attention is directed to the basic logic and research techniques involved in studying the social world scientifically. Specific topics considered include research design, measurement, alternative data collection procedures, and ethical concerns involved in studying social life. P. Contemporary Composition; Ethics.

SOC 313. Power and Society: Political Sociology in Action. 3 credits.
Political Sociology is an investigation into the social bases of politics, power and the state. The course begins with an overview of major perspectives on power; the relationship between the state and society; and political participation. The second part of the course will focus on empirical research examining power in the U.S., and introduce the field of power structure research. P. One Magis Core Understanding Social Science course.

SOC 314. Statistics for the Social Sciences. 4 credits. (Same as ANT 314, CRJ 314)
Broad introduction to the statistical techniques used by social scientists to analyze their data, including computer usage. Attention is directed to the basic procedures for organizing and describing data, for assessing relationships among social variables, and for using that information to make inferences about the population. P. Mathematical Reasoning.

SOC 316. Qualitative Methods, Ethnography, and Engagement. 3 credits. (Same as AMS 316, ANT 316, CRJ 316)
This course is an introduction to qualitative research methods within the social sciences. It emphasizes ethnography and community engagement as the primary tools of anthropological research. It promotes skill development in reflective practice, research design, partnership building, strategies for collecting ethnographic data and analysis, engaging in field work through participant-observation, and community problem-solving. The course develops compassion, confidence and competence as it contributes to social justice action in student's communities and their professions. Meets Doing Social Science, Designated Ethics, Designated Oral Communication, Designated Technology, and Designated Written Communication Magis Core requirements. Prereq: Understanding Social Science course; Ethics course; Oral Communication course; Contemporary Composition course.

SOC 317. Global Health: A Biosocial and Justice-Oriented Approach. 3 credits. (Same as AFS 317, ANT 317, HAP 317)
This course provides a biosocial framework for the study of Global Health arguing that global health issues can only be sufficiently understood and addressed by recognizing their physiological as well as their sociocultural contexts and the dynamic interplay between both. Global health as a discipline is, therefore, interdisciplinary and draws from diverse academic and applied disciplines and professions. This course also highlights the increased recognition in Global Health of health and access to health care as a human right and includes discussions on the importance of a commitment to global health justice and equity. P. So. stdg. P. So. stdg.

SOC 318. Gender in American Society. 3 credits. (Same as AMS 318)
Comprehensive examination of the forces shaping the position and behavior of women and men in modern American society. How and why do these positions and behavior differ? What are the consequences of these differences? Emphasis on gender as enacted across the spectrum of multicultural diversity in American society, with some comparison to other societies. P. Understanding Social Science; Sophomore standing.

SOC 320. Theories of Crime and Deviance. 3 credits. (Same as CRJ 320)
A sociological examination of the conditions under which societal definitions of deviance emerge, develop, and change over time. Special attention will be paid to the process of societal reaction to deviant behavior. Prereq: Sophomore standing.

SOC 322. Victim Advocacy Policy and Practice. 3 credits. SU (Same as CRJ 322)
The goal of this course is to increase the knowledge base of participants interested in victim assistance to become more skilled in their approach thereby building the capacity of advocates, service provides and law enforcement to help victims of crime regain control of their lives. Through exploration of existing research on best practices, case analysis, and inter-professional dialogue participants develop a baseline understanding of existing practices and explore creative approaches to serving as victim advocates.

SOC 323. Crime, Victimization and Public Health. 3 credits. (Same as AMS 323, CRJ 323)
This course examines how crime and victimization are perceived within society, how they are measured through quantitative and qualitative lenses, and the particularities of urban environments that intersect with high concentrations of crime and victimization, as well as considering crime and victimization from a public health perspective. P. Understanding Social Science or Instructor consent.

SOC 337. Anthropology of War and Peace. 3 credits. (Same as ANT 337, JPS 337. Magis: Do Soc Sci, Written Comm)
This course explores the dynamics of war and peace from an anthropological lens. Using ethnographic cases, students will examine approaches to peace, analyze the varied forms of violence that stifle it, and explore possibilities for transforming violent conflict. Students will apply anthropological methods to consider peacebuilding strategies in comparative contexts. Satisfies Magis Core: Doing Social Science, designated Written Communication course.

SOC 340. Gender Communication. 3 credits. (COM 340)
The course examines the construction of gender through communication. Topics of lectures, exercises, and discussions may include: female-male roles and stereotypes; differences in verbal and nonverbal codes; partnership styles and alternatives; communication skills in relationships; gender and media; sexuality; gender and rhetoric; and special problem areas of female-male communication. Satisfies Magis Core Doing Social Science. P. One Magis Core Curriculum Understanding Social Science course.

SOC 341. Race and Justice. 3 credits. (Same as AMS 341, ANT 341, BKS 341, CRJ 341)
This course focuses on racial and ethnic inequality in the U.S. criminal justice system. What are the determinants and consequences of prejudice and discrimination; of race and ethnicity; of ethnocentrism; sex/gender norms and class structure, as they relate to racial/ethnic minority groups/members affected by the criminal justice system? How is the society and culture we live in different from that of our parents and that of our grandparents or our great grandparents? What led to the changes we see today? Are there alternative social arrangements that may yield more equality, more efficiency, and more social justice? The goal of this course is to provide you with the basic concepts, theories, and historical context required to critically analyze and answer these questions with regard to racial/ethnic minority groups/members affected by the criminal justice system. Prereq: Sophomore standing.

SOC 345. Sports in American Society. 3 credits. (Same as ANT 345, AMS 345)
How American cultural norms, values, and beliefs are reflected in and are influenced by sport. Included will be issues of basic cultural values and ideology, racial and ethnic groups, gender, and the role sport plays in American culture.

SOC 360. Gender, Society and Culture. 3 credits. (Same as AMS 360, ANT 360)
Examines gender from a holistic perspective, including language, biology, cultural history, and socio-cultural variables. The course will examine gender in a wide variety of cultures. P. So. stdg.

SOC 385. Community Internship I, II. 3 credits.
Omaha city government departments and other private and public agencies provide opportunities for semester-long participation in their regular operations. Academic coordination provided by a department faculty member. May be repeated for up to 6 hrs. Prereq: Instructor consent.

SOC 399. Trauma Care for the Whole Person. 3 credits. ONY
It is essential for social workers and helping professionals to be reflective practitioners and know how to effectively care for others as well as themselves. Students will explore the distinctions of trauma including: physical, psychological, social, historical, ongoing, and vicaríous trauma. This course is designed to examine the impact of trauma on the mind, body and spirit. Trauma care is not only for the individuals, families and/or communities with whom they work but also to develop resiliency in the mind, body and spirit of the helping professionals. P. Sophomore standing.

SOC 400. Topical Seminar in Sociology. 1-3 credits.
Seminars offered on special topics related to sociology. Topics vary from semester to semester. May be repeated under different subtitles. P. Jr. stdg.

SOC 411. Social Inequality and Stratification. 3 credits. (Same as AMS 411, ANT 411)
Nature, causes, and consequences of social inequality and stratification, with particular attention directed to the interaction among class, race and ethnicity, and gender. P. Jr. stdg.

SOC 415. Social Stratification in the Dominican Republic. 3 credits. (Same as SPN 415, ANT 415)
In this course we will study the nature, causes, and consequences of social inequality and stratification in the Dominican Republic, with particular attention directed to the interaction among class, race and ethnicity, and gender. P. Soph. stdg. and one course from Understanding Social Science.

SOC 418. Healthcare, Society and Culture. 3 credits. (Same as ANT 418, HAP 418)
This course analyzes health, illness, and healthcare by considering social forces, applying a social science perspective, and comparing this perspective with other paradigms in order to comprehend sources and distribution of illness, social meanings and experiences of illness, and diverse health care systems in domestic and global settings. P. One Magis Core Critical Issues in Human Inquiry course; Senior standing.

SOC 420. Environment & Society: Sociological Perspectives. 3 credits. (Same as ANT/EVS 420)
Human societies interact with the natural environments in which they are embedded. An examination of the driving economic, political, cultural, and demographic forces that cause human modification of the natural world, the resulting social and environmental problems and public controversies. A focus on movements and policies related to environmental issues, and the prospects for the emergence of more environmentally "sustainable" societies. P. Critical Issues in Human Inquiry.

SOC 423. Law and Society. 3 credits. (Same as CRJ 423)
A sociological examination of the development and evolution of models of legal systems from several contemporary cultures, with particular emphasis on the way each of the different models function either as a mechanism of social stability or as a mechanism of social change. This will include a survey of civil, criminal, administrative, and commercial issues, and their relationship to other social institutions, as well as a review of efforts to develop legal systems that transcend competing cultures, either by treaty, or by international organizations.

SOC 424. Sustainability Across the Rural Americas. 3 credits. (Same as EVS 424, SOC 424)
This interdisciplinary course studies sustainability and the diverse cultures of rural American peoples by looking at topics such as ethics, environmental resources, economic strategies, public policy and social inequality. This course offers off-campus field observation and ethical reflection assignments and involves students in active collaborative problem-solving research.

SOC 425. What's for Dinner, Honey": Food, Culture, Gender and Health. 3 credits. (Same as ANT 425)
This course examines the relationship between food, culture, and health to address issues of diversity, service, and social justice. Students will engage in personal and educational experiences in a dynamic learning environment where they can engage challenging food and health problems to develop their citizenship at local and global levels and begin to draw conclusions about the struggles for justice. The instructor and students work together at the intersection of intellectual inquiry and personal experience to seek to understand food, culture, and health intersections in the world at large. Drawing on the Ignatian tradition, the course involves research and writing as well as reflection, collaboration, and debate. P. Critical Issues in Human Inquiry course and Senior standing.

SOC 430. Violent Environments and Sustainability. 3 credits. (Intersections course; Same as ANT/EVS/JPS 430)
This course examines environmental violence and sustainability from an interdisciplinary perspective. Using ethnographic cases, we will consider environmental struggles for justice in relation to war, displacement, and political violence. Students will analyze how people resist and transform violence and explore concrete strategies for building a more just and sustainable world. Prereq: Critical Issues in Human Inquiry.

SOC 455. Food, Society, and Environment. 3 credits. (Same as ANT 455, EVS 455)
Access to food is a universal, basic human need. This course considers the social and cultural significance of food, the ecological implications of producing it, and the social justice issues that surround its distribution from several disciplinary perspectives. P. Sr. stdg.

SOC 470. Making Maps that Matter: Introduction to Geographic Information Systems. 4 credits. (Same as AMS/ANT/CRJ/EVS 470)
Geographic Information Systems-or GIS-refers to the technology used to store, edit, analyze, and present geographic data. This course will introduce students to both the technical and conceptual sides of making maps that matter. Weekly labs will teach the technical skills necessary for using geographic data to create maps. In addition to the technical skills, students will lead weekly book club and "mappy hour" discussions that will foster critical thinking about how GIS and maps are used in society. These readings will emphasize the importance of place and space to a range of contemporary social and environmental issues including poverty, pollution, crime, and racial injustice. Students will apply what they've learned in a semester-long mapping project to raise awareness about a social or environmental problem in a place of their choosing. P. SOC 212.

SOC 493. Directed Independent Readings. 1-6 credits.
Student-initiated survey of the literature related to a broad topic in sociology not covered in the student's course work. Undertaken in close cooperation with a supervising faculty member. May be repeated to a limit of six hours. P. IC.

SOC 495. Directed Independent Study. 1-6 credits.
Student-initiated project on a focused topic in sociology, utilizing library materials and involving close coordination with a supervising faculty member. May be repeated to a limit of six hours. P. IC.

SOC 497. Directed Independent Research. 1-6 credits. FA, SP, SU
Student-initiated empirical project on a focused topic in sociology, involving close coordination with a supervising faculty member. May be repeated to a limit of six hours. P. IC.

SOC 499. Senior Capstone: Applying the Social Sciences. 3 credits.
Students will connect, integrate and elaborate prior learning and skills by studying and interpreting a selected topic. Reading, research, discussion, writing, exercises and presentations will engage us in the topic and allow us to use our knowledge and skills developed by pursuing a sociology or anthropology major. The course provides both a completion of the undergraduate experience and engages students in program assessment.

SOC 540. Structural Injustice: Engaging Constructively with Demographic Change. 3 credits.
The 2040 Initiative Seminar examines the challenging issues that arise as changing demographics trends in racial and ethnic make up in the United States as well as other sweeping trends like the aging of the Baby Boom generation, continuing urbanization, growing economic inequality and residential self-sorting of citizens intersect with law and politics. The course examines demographic trends, explores the ethical, legal, and political issues related to these trends, and examines policy options and social changes to bring about more just and effective systems. P. Senior Standing; One Magis Core Critical Issues in Human Inquiry course.

SPN 109. Beginning Spanish for Daily Life I: Online Lab. 1 credit.
The online lab accompanies Beginning Spanish for Daily Life I, which focuses on acquiring essential elements for basic communication and developing practical language skills. In this co-requisite course, students apply their emerging language skills by completing online reading, writing, listening, grammatical, and cultural activities to accompany classroom content. This course is graded Satisfactory/Unsatisfactory. CO: SPN 111.

SPN 110. Beginning Spanish for Daily Life II: Online Lab. 1 credit.
The online lab accompanies Beginning Spanish for Daily Life II, which focuses on acquiring essential elements for basic communication and developing practical language skills. In this co-requisite course, students apply their emerging language skills by completing online reading, writing, listening, grammatical, and cultural activities to accompany classroom content. NOTE: This course is graded Satisfactory/Unsatisfactory. P. SPN 109 or placement. CO: SPN 112.

SPN 111. Beginning Spanish for Daily Life I. 3 credits.
This course introduces students to the language by focusing on the acquisition of essential elements for basic communication and development of the practical language skills (listening, speaking, reading, and writing) for communicating in daily life situations, as well as provides a broader awareness of and appreciation for the cultures of the countries where Spanish is spoken. CO: SPN 109.

SPN 112. Beginning Spanish for Daily Life II. 3 credits.
This course continues to develop the language-learning process by focusing on the acquisition of essential elements for basic communication and development of the practical language skills (listening, speaking, reading, and writing) for communicating in daily life situations, as well as provides a broader awareness of and appreciation for the cultures of the countries where Spanish is spoken. P. SPN 111 or equivalent or placement; CO: SPN 110.

SPN 113. Beginning Spanish for the Medical Professionals I. 3 credits.
Fundamentals of the pronunciation and structure of Spanish; practice in speaking, listening, reading and writing with emphasis on vocabulary related to medical situations. Designed for students planning careers in medicine, dentistry, nursing, and pharmacy and allied health but open to all. NOTE: This is an alternative beginning-level course to SPN 101. It is not open to those who have already taken SPN 101 and/or SPN 102, and it is open only to nonnative speakers of the language.

SPN 170. Musical Perspectives:Hearing the Hispanic World. 3 credits.
This course presents a series of units that highlight music's connection to a variety of socio-cultural issues and topics relating to the Hispanic world, including colonization, evangelization and acculturation; religious and musical syncretism; race and racism; politics and protest; youth and poverty; poverty and pollution; borders, trafficking and immigration; and globalization, imperialism and identity. CO: COM 101.

SPN 211. Introduction to Spanish Language and Culture. 4 credits.
This course is only available to students in the Jesuit Virtual Academy dual credit arrangement with Creighton University.

SPN 213. Intermediate Spanish for the Medical Professionals I. 3 credits.
This course is designed to help students make the transition to natural communication in the context of medical situations and to develop further all four language skills (listening, speaking, reading and writing) through the study of vocabulary, dialogues, readings and grammatical exercises pertaining to health-related professions. P. SPN 112 or SPN 113 or equivalent.

SPN 225. Intermediate Spanish. 3 credits.
This course is designed to help students make the transition to natural communication and develop the language-learning process by focusing on the expansion of necessary elements for development of the practical language skills (listening, speaking, reading, and writing) by using cultural and literary readings as well as grammatical exercises. It also provides a broader awareness of and appreciation for the cultures of the countries where Spanish is spoken. P. SPN 112 or equivalent.

SPN 311. Learning Spanish in Cultural Contexts. 3 credits. FA, SP (Magis: Foreign Language)
This course will explore various aspects of the Spanish-speaking world through a variety of literary and cultural contexts. Additionally, students will develop refined accurate communication in Spanish in order to identify and evaluate human experience through literary and cultural texts. Satisfies Magis: Foreign Language. P. SPN 225, Placement, or IC.

SPN 312. Advanced Spanish Grammar. 3 credits. FA, SP
A comprehensive review and refinement of grammatical structures in written and oral communication in Spanish. Prerequisite: SPN 225, placement, or IC.

SPN 313. Advanced Spanish Conversation. 3 credits.
Development of oral communication skills through extensive vocabulary building and its practical application. P. SPN 225.

SPN 314. Communicating In Business I. 3 credits.
Oral and written practice in business communication, developing a business vocabulary, reading of documents and essays relating to business situations, interviewing and translating (English to Spanish/ Spanish to English). P. SPN 225.

SPN 315. Cada loco con su tema": Reading Hispanic Diversity. 3 credits. (Magis Core: Literature)
This course will explore various aspects of the Spanish-speaking world through a variety of literary and cultural contexts. Additionally, students will develop refined accurate communication in Spanish in order to identify and evaluate human experience through literary and cultural texts. Satisfies Magis Core: Literature. P. Critical Issues in Human Inquiry, SPN 225, Placement, or IC.

SPN 316. Spanish Immersion I. 3 credits. SU
This course is designed to offer additional in-depth study of language and culture to intermediate Spanish students while focusing on the four language skills. It will also address verb forms, agreement and the subjunctive and indicative moods. This course may count toward the major or minor in Spanish. P. SPN 225.

SPN 317. Spanish Immersion II. 3 credits. SU
This course covers essential grammar concepts which enable more advanced students of Spanish to improve their overall proficiency. It also reviews previous grammar concepts with special attention to written communication. This course may count toward the Spanish minor or major. P. SPN 225.

SPN 318. Spanish Immersion in the Dominican Republic. 3 credits.
This course offers an intensive learning experience that focuses on language learning through conversations and immersion in the daily life of a Dominican host family. This course complements the knowledge gained during the students' regular Encuentro Spanish class, allowing them to apply this knowledge in their interactions during the immersions. P. IC.

SPN 330. Cuba and the U.S.: Revolution and Restitution. 3 credits.
This course will introduce students to the developments that define Cuba-US relations, placing a strong emphasis on the historical and literary importance of the early independence movements of the 19th century, the growing Cuba-US relations during the early 20th century, the consequences of the Socialist revolution, and the deterioration of the relationship between the two countries that culminated with the US embargo. P. SPN 225.

SPN 331. Medical Spanish I. 3 credits. FA
This course is designed for students who may be planning a career in medicine, dentistry, nursing, and pharmacy and allied health but open to all. It is designed for students who have had prior study of Spanish and who wish to improve their communication - oral and written - skills when dealing with Spanish-speaking persons in a medical context. P. SPN 225.

SPN 335. Spanish Conversation. 1 credit. OD
Course designed to improve oral and comprehensive skills through face-to-face and online discussions, interviews and oral presentations. Focus will be placed on each of the Spanish-speaking countries, the specific topics being determined mainly by current events. Authentic cultural materials such as newspapers, films, radio and television programs will be examined. Course may be repeated for a maximum of three credits. P. SPN 225.

SPN 340. Special Topics in Hispanic Cultures. 3 credits.
This course is designed to develop the language skills and to promote a more sophisticated level of proficiency in oral and written communication in Spanish through grammar review, composition and selected readings based on a specific cultural or literary topic designed and chosen by the instructor of the course. This course may be repeated once if topic is different. P. SPN 225 or equivalent.

SPN 350. Spanish for Heritage Speaker. 3 credits.
This course has been designed for undergraduate students who learned Spanish at home or in their communities. It is a review of reading and writing materials designed to satisfy the needs of bilingual students who grew up hearing Spanish at home in the context of the United States. The goals of this course are: 1) development of academic reading and writing skills in Spanish, 2) expansion of bilingual range, 3) exposure to academic registers in Spanish, 4) transfer of literacy skills, and 5) development of awareness and appreciation for all varieties of Spanish. P. SPN 225 or IC.

SPN 401. Advanced Spanish Composition. 3 credits. FA
An intense conversation and composition course designed to refine oral production and comprehension in Spanish, while developing advanced reading and writing skills in the target language. P. Six credits at the 300-level.

SPN 402. Introduction to Translation. 3 credits.
This course focuses on the improvement of the Spanish language through translation. While studying basic translation theories and translating short texts the students will review the most important and complex structures of the Spanish language. P. SPN 225.

SPN 405. Spanish Phonetics. 3 credits.
This course will introduce students to Spanish phonetics, which is the linguistic study of how speakers of Spanish produce sounds to form spoken language. Students will apply this knowledge to actively improving their own pronunciation in Spanish from the beginning to the end of the course. Students will also be introduced to the phonetic panorama of the Spanish language spoken in different parts of the world. This course will be taught in Spanish. Prereq: Oral Communication; Six SPN credits at the 300-level.

SPN 415. Social Stratification in the Dominican Republic. 3 credits. (Same as SOC 415, ANT 415)
In this course we will study the nature, causes, and consequences of social inequality and stratification in the Dominican Republic, with particular attention directed to the interaction among class, race and ethnicity, and gender. P. Soph. stdg. and one course from Understanding Social Science.

SPN 420. Cultures of the Spanish-Speaking Caribbean. 3 credits.
This course seeks to equip students with an in-depth understanding of core aspects of the cultures found in the Spanish-speaking Caribbean Culture, focusing primarily on the Dominican Republic. Through different materials, topic discussions may include: gender roles, race/ethnicity, social problems, etc. Taught in Spanish, part of the Encuentro Dominicano. P. Six credits at the 300-level in Spanish.

SPN 421. Civilization and Culture of Spain. 3 credits. FA
The history and culture of Spain from its origins to the present. P. Six credits at the 300-level.

SPN 422. Latin-American Culture and Civilization. 3 credits. SP
A study of the Latin-American culture from Pre-Columbian times to the present, through its history, art, architecture, music, philosophy and education. P. Six credits at the 300-level.

SPN 423. Encuentro Hispano I. 3 credits. SU
An exploration of Latin American culture through in-country learning excursions that may include: city tours, visits to museums, theatre, cinema, and visits to socio-cultural ethnic sites in one or more countries of Latin America. This course may count toward the Spanish minor or major. P. Six credits at the 300-level.

SPN 424. Encuentro Espanol I. 3 credits. SU
Exploration of Spanish culture through city tours, visits to museums, concerts, theater, and cinema, on -site in Spain. This course may count toward the Spanish major or minor. P. Six credits at the 300-level.

SPN 425. Introduction to Literary Analysis. 3 credits. FA, SP
An introduction to literary analysis with readings from Spanish and Latin-American literature. P. Oral Communication course, Contemporary Composition course; Three credits in SPN at the 400-level or IC.

SPN 426. Survey of Latin-American Literature. 3 credits. FA
Latin-American literature is studied from the Colonial Period to the present, incorporating some of the most influential writers in Spanish America and giving women authors the representation they merit. Readings include texts from Cristobal Colon, Sor Juana Ines de la Cruz, Esteban Echeverria, Ruben Dario, Gabriela Mistral, Octavio Paz, Garcia Marquez, Rosario Ferre, Jorge Luis Borges and Luisa Valenzuela. P. Six credits at the 401-425 level.

SPN 427. Survey of Peninsular Literature. 3 credits. SP
Through the reading of selections from Spain's major literary works, this course introduces some of the most important issues in Peninsular social history and analyzes the different perspectives that have evolved with every new literary movement. P. Six credits at the 401-425 level.

SPN 430. Communicating in Business II. 3 credits.
Oral and written practice in business communication, developing a business vocabulary, reading of documents and essays relating to business situations, interviewing and translating. P. Six credits at the 401-425 level.

SPN 431. Medical Spanish II. 3 credits. SP
This course is designed for students who may be planning a career in medicine, dentistry, nursing, and pharmacy and allied health but open to all. The course focuses on issues surrounding immigrant health in the U.S. It is intended for students who have had prior study of Spanish and who wish to improve their understanding of these issues when dealing with Spanish-speaking persons in a medical context. P. Six credits at the 401-425 level.

SPN 475. Medieval and modern Religious Pilgrimage: Walking Spain's Caminio de Santiago. 3 credits.
This course, taught in English, examines the history, culture, and literature of Spain and will focus on the concept of religious pilgrimage from interdisciplinary perspectives. Students will take a journey with personal and spiritual dimensions by walking the Way of Saint James to Santiago de Compostela. P. Senior standing, or IC, One Critical Issues in Human Inquiry course.

SPN 493. Directed Independent Readings. 1-3 credits.
Designed to meet the special needs of majors in Spanish. Limit of three semester hours. P. Six credits at the 401-425 level.

SPN 496. Independent Study in the Dominican Republic. 3 credits. SU
This course offers the students the opportunity to work with faculty guidance on a topic or topics chosen in consultation between the faculty member and the student. This course is limited to students studying in the Dominican Republic. Limit of three semester hours. P. Six credits at the 401-425 level.

SPN 497. Directed Independent Research in Spanish and Hispanic Studies. 0-3 credits.
This course offers the students the opportunity to work with faculty guidance on a topic related to Spanish and Hispanic Studies chosen in consultation between the faculty member and the student. P. Instructor Consent only. Repeatable up to 3 hours.

SPN 499. Spanish and Hispanic Studies Minor Degree Portfolio. 0 credits.
This course is a degree requirement designed for students to upload final portfolios to complete the Spanish and Hispanic Studies Minor. Students will demonstrate a developmental knowledge of Spanish needed for a working level of communication in speaking, listening, reading, and writing in addition to demonstrating cultural knowledge. P. SPN 225.

SPN 502. Advanced Spanish Translation. 3 credits. SP
Focused on the translation of short texts: literature, media, technical, medial or diplomatic, contemporary situations. Through intensive study of techniques behind the exercise of translation, students will learn how to recognize and adapt the socio-linguistic parameters of Spanish and English to the context and the needs of the translation. P. One Magis Core Ethics course; Six SPN credits at the 400-425 level.

SPN 525. Encuentro Espanol II. 3 credits. SU
An exploration of Spanish culture through city tours, visits to museums, theatre, cinema, concerts, on-site in Madrid, and/or other locals in Spain. P. Six credits at the 401-425 level.

SPN 528. Encuentro Hispano II. 3 credits. SU
An in-depth exploration of Latin American culture through in-country learning that allows for study and analysis of society. These hands-on studies vary and may include visits to socio-cultural ethnic sites, literature, and film in one or more countries of Latin America. This course will be taught in Spanish. P. Six credits at the 401-425 level.

SPN 540. Eighteenth and Nineteenth Century Spanish Literature. 3 credits.
This course provides a dynamic vision of Spanish literature through short narratives, poetry, and drama produced during the 18th and 19th centuries. It will cover the main literary movements of Neoclassicism, Romanticism, Realism, and Naturalism. Students will read a selection of works from authors most representative of those periods. P. Six credits at the 401-425 level.

SPN 543. Don Quixote. 3 credits.
This course will be a close reading of Cervantes' masterpiece Don Quixote, often referred to as the first modern novel, and second most published and read book after the Bible. Students will learn to recognize the different literary genres involved in the making of Don Quixote as well as to contextualize the work within Golden Age Spain. P. Six credits at the 401-425 level.

SPN 547. Nineteenth Century Spanish Novel. 3 credits.
This course explores the last three decades of 19th Century in Spain where the novel becomes a new approach to observe social domains. It will be concentrated on the work of five major authors: Juan Valera, Benito Perez Leopold Alas (Clarin), Emilia Pardo Bazan and Vicente Blasco Ibanez. P. Six credits at the 401-425 level.

SPN 551. Latin-American Novel. 3 credits.
An introduction to the Latin-American novel, literary movements and techniques focusing on major writers such as Garcia Marquez, Vargas Llosa, Luisa Valenzuela, Isabel Allende, and others. P. Six credits at the 401-425 level.

SPN 552. The Latin-American Short Story. 3 credits.
Study of the Latin-American short narrative from the 19th century to the present. Selected stories by Echeverria, Garcia Marquez, Rosario Ferre, Elena Poniatowska, Julio Cortazar, Jorge Luis Borges, and others. P. Six credits at the 401-425 level.

SPN 554. Twentieth-Century Latin-American Poetry. 3 credits.
A study of Latin-American poetry from the Vanguardista period to the contemporary scene. P. Six credits at the 401-425 level.

SPN 555. Twentieth-Century Latin American Theatre. 3 credits.
A study of Latin-American theater from the end of the 19th century to the present. P. Six credits at the 401-425 level.

SPN 559. Contemporary Peninsular Spanish Literature. 3 credits.
This course will give students the opportunity to approach Contemporary Peninsular Spanish Literature through a close reading of key works in narrative, poetry and theater. It will cover the era of the transition from the Francoist regime to today's multiregional democracy (1950-2000). Students will read a selection of works from authors most representative of this time period. P. Six credits at the 401-425 level.

SPN 560. Contemporary Latino(a) Literature. 3 credits.
Analysis of works by contemporary authors of Hispanic descent born or residing in the United States. It will include, but will not be limited to, the following authors: Richard Rodriguez, Julia Alvarez, Cristina Garcia, Sandra Cisneros, Roberto Fernandez, Sandra Benitez and Esmeralda Santiago. P. Six credits at the 401-425 level.

SPN 563. Feminine Voices from Latin America and Spain. 3 credits.
This course focuses on the writings by some of the most representative female writers from Latin-America and Spain. Particular attention will be paid to women's roles in society and to the specific themes chosen and their social political significance. P. Six credits at the 401-425 level.

SPN 564. History Of The Spanish Language. 3 credits.
This course will present the development of the Spanish language, using linguistic methodology and representative texts. P. SPN 312.

SPN 566. History of the Romance Languages. 3 credits.
The development of the Romance Languages from the earliest to the modern times; the introduction to general linguistic principles; the presentation of the substrata, the Latin base and the superstrata of the Romance languages from the earliest to modern times. P. SPN 225 or Instructor consent.

SPN 568. Multicultural Spain Through Letters, Politics, Theater And Film. 3 credits.
This course offers in-depth examination of the cultural plurality of Spain. Through a variety of texts including short stories, plays, essays, poetry, music, and film, students will explore how different art forms contribute to the concept of national identity. The focus will be on 20th century works. P. Six credits at the 401-425 level.

SPN 570. Contemporary Peninsular Film. 3 credits.
This course focuses on the analysis of cinematographic production in Spain in the post-Franco era. The Nuevo Cine Espanol echoes the cultural and artistic preoccupations of the transition years. Students will view and discuss seven significant films by key directors such as Julio Medem, Pedro Almodovar, Bigas Luna and Alejandro Amenabar. P. Six credits at the 401-425 level.

SPN 571. Latin American Film. 3 credits.
This course offers a panoramic view of contemporary films from and about the Latino/a world. Through the viewing of movies and the reading of contextual and theoretical information students will explore how film can be considered a legitimate art form that contributes to an ongoing cultural dialogue. P. Six credits at the 401-425 level.

SPN 595. Directed Independent Readings. 1-3 credits.
Designed to meet the special needs of majors in Spanish. Limit of three semester hours. P. Six credits at the 401-425 level.

SPN 598. Spanish and Hispanic Studies Major Degree Portfolio. 0 credits.
This course is a degree requirement designed for students to upload final portfolios to complete the Spanish and Hispanic Studies Major. Students will demonstrate an advanced knowledge of Spanish needed for a proficient level of communication in speaking, listening, reading and writing in addition to demonstrating cultural knowledge. P. SPN 225.

SPN 599. Senior Seminar. 3 credits. FA, SP
A Senior Capstone course integrating knowledge and skills acquired within the major. All language skills are refined, as depth and nuance are added to the understanding of Hispanic literatures and cultures. Students will submit an individual research project and a reflective essay examining how their project serves as the culmination of their Spanish studies. P. Six credits at the 401-425 level.

STA 355. Essentials of Epidemiology. 3 credits. (Same as HAP 355, MTH 355)
This course introduces the concepts and includes exercises related to epidemiology, the discipline that serves as the basic science of public health, or population health, by providing evidence for defining the public health problem, assessing causation, and evaluating effectiveness of potential interventions.

STA 361. Probability and Statistics in the Health Sciences. 3 credits.
This course covers topics in probability and statistics considered useful to those students planning on a career in the health sciences. The topics covered include probability principles and distributions in health sciences, types of epidemiologic study designs, estimation of medical parameters in defined patient populations, test of hypothesis, measures and analysis of treatment of the sick, analysis of variance, methods of medical outcome prediction, and prospective, retrospective and cross-sectional studies of disease occurrence. Prereq: Mathematical Reasoning course; MTH 141, MTH 201, MTH 205, MTH 245 or MTH 249.

STA 493. Directed Independent Readings. 1-3 credits.
May be repeated to a limit of six hours.

STA 495. Directed Independent Study. 1-3 credits.
May be repeated to a limit of six hours.

STA 497. Directed Independent Research. 1-6 credits.
May be repeated to a limit of six hours.

STA 499. Senior Thesis: Supervised Consulting. 1-3 credits.
May be repeated to a limit of six hours. P. DC.

STA 521. Computational Methods In Statistics. 3 credits. OD
Use of packages of statistical programs, calculation of statistical tables. Monte Carlo methods. P. A course in statistics; CSC 221.

STA 525. Nonparametric Methods. 3 credits. OD
Applications of nonparametric estimates, confidence, intervals, tests, and multiple comparison procedures. P. A course in statistics.

STA 527. Sample Surveys. 3 credits. OD
Simple, systematic, stratified, and cluster random sampling; proportions; ratios; selection of sample size. P. A course in statistics.

STA 561. Mathematical Statistics I. 3 credits. FA (Same as MTH 561)
Introduction to probability and probability distributions including techniques for finding expected values and variance of discrete and continuous variables. These distributions and their properties are examined to establish their application to applied statistical methods. P. MTH 246 or MTH 249.

STA 562. Mathematical Statistics II. 3 credits. SP (Same as MTH 562)
Using probability distributions as a foundation and random sampling, methods for estimating distribution parameters are developed with applications to hypothesis testing. The course also includes an introduction to linear models, regression analysis, analysis of variance and design of experiments. P. STA 561.

STA 563. Mathematical Statistics III. 3 credits. OD (Same as MTH 563)
Optimal decision procedures, further normal distribution theory, noncentral chi-square and F distributions, introduction to the theoretical basis for analysis of variance, nonparametric methods. P. STA 562.

STA 567. Linear Statistical Models. 3 credits. OD
Least squares method; general linear hypothesis; multiple correlation and regression; analysis of covariance. P. STA 561; MTH 350.

STA 569. Analysis Of Variance And Design Of Experiments. 3 credits. OD
One- and two-way classifications; blocking; nesting; multiple comparisons; incomplete designs; variance components; factorial experiments; confounding. P. STA 561.

STA 571. Operations Research. 3 credits. OD (Same as MTH 571)
Introductory course in operations research. Linear models and solutions using the simplex method, duality theory and sensitivity analysis. P. MTH 350.

STA 573. Probabilistic Models. 3 credits. OD
Queuing theory, inventory theory, Markov processes, simulation, and nonlinear programming. P. STA 561.

STA 575. Introductory Stochastic Processes. 3 credits. OD
Random walk, normal processes and covariance stationary processes, counting processes and Poisson processes, renewal counting processes, discrete and continuous parameter Markov chains. P. STA 561.

STA 577. Applied Multivariate Analysis. 3 credits. OD
Inference about mean vectors and covariance matrices, canonical correlation, principal components, discriminant analysis, cluster analysis, computer techniques. P. STA 563, STA 567.

STA 579. Applied Time Series Analysis. 3 credits. OD
Forecasting; Box-Jenkins models; time series; regression; exponential smoothing; transfer function models; auto covariance functions. P. STA 561.

SUS 000. SUS Transfer Credit. 1-21 credits.

SUS 400. Sustainable Practice: The Examined Life. 3 credits.
This is a course about living sustainably. This course holds as a guiding thesis that humans have become dangerously disconnected from the life forces that sustain them. The primary goal of this course is to help students become more aware of this connection and to adjust the way they live accordingly. P. Critical Issues in Human Inquiry course; Oral Communication course; Senior standing.

SUS 491. Senior Seminar. 1 credit. FA, SP (Same as EXS 491)
This course is the capstone course required for all Environmental Science and Sustainability majors. Each student will design and deliver a professional presentation on an environmental topic agreed upon by the student and faculty seminar coordinator(s). If time allows, seminars may also be given by invited, outside speakers. The course provides an opportunity for students to interact with natural and social scientists as well as others engaged in environmental research, policy, and practice. Students will learn about the fields of interest of peers and hear from others working in environment-related fields. P. Oral Communication.

SWK 170. Exploring Vulnerability and Resilience within Communities. 3 credits.
How do people become vulnerable or build resiliency? Is social welfare a private issue or a public concern? Consider the range of communities and what makes them more/less vulnerable or resilient. Explore the intersecting aspects of social conditions and how individuals and families make decisions from available options. Students will strengthen advocacy skills related to social justice. Satisfies Magis Core: Critical Issues in Human Inquiry. CO: COM 101.

SWK 201. Introduction to Social Work and Advocacy Skills. 3 credits.
Explore social work as a major option and learn advocacy skills that connect with career paths focused on social justice. Students will learn how to engage in generalist practice with foundational concepts including advocacy, empowerment, systems thinking, strength's-based perspective, and self-determination; exploring how they can work with people and populations commonly served in the community. Students will apply professional code of ethics and consider history of the profession from an evaluative perspective. Students will explore the social work major as an entry point to a social work career as well as other helping professions. Class includes community-based learning. Satisfies Magis Core: Understanding Social Science.

SWK 261. Social Welfare Needs of Vulnerable Populations:Exploring Helping Role from Social Work Perspective. 3 credits. FA, SP, SU
How do people become vulnerable? Is social welfare a private issue or a public concern? How are the needs of the vulnerable identified and addressed? This course identifies several social welfare issues such as poverty, homelessness, family neglect and abuse, mental health, health care and criminal justice. All of these areas are inherently complex revealing issues of social justice. Through study of research, exploration of cultural, personal and religious values this course examines how Social Work, like many disciplines works to assist, amend or alleviate the vulnerability of individuals, families and communities. CO: COM 101.

SWK 275. Working with Infants through Adolescents - Human Behavior and the Social Environment 1. 3 credits. FA
Human behavior and the social environment (HBSE) is a foundational concept in social work and often used in other helping professions. HBSE provides the helping professional a lens to view individuals and families, recognizing that 'behavior is communication' and all behavior is influenced by the surrounding environment. This concept provides a system's perspective when working with individuals and families, providing multiple points of assessment, understanding, intervention, and evaluation. This course focuses on life-span development, focusing on pre-natal through adolescence, including biological, psychological, sociological, spiritual, and cultural theoretical/developmental perspectives. It is a cross-disciplinary, intersectional approach to understanding human behavior. Satisfies Magis Core: Understanding Social Science.

SWK 276. Working with Adults through the Lifespan - Human Behavior and the Social Environment 2. 3 credits. SP
Human behavior and the social environment (HBSE) is a foundational concept in social work and often used in other helping professions. HBSE provides the helping professional a lens to view individuals and families, recognizing that 'behavior is communication' and all behavior is influenced by the surrounding environment. This concept provides a system's perspective when working with individuals and families, providing multiple points of assessment, understanding, intervention, and evaluation. This course focuses on life-span development, focusing on young through late adulthood and end of life; including biological, psychological, sociological, spiritual, and cultural theoretical/developmental perspectives. It is a cross-disciplinary intersectional approach to understanding human behavior. Satisfies Magis Core: Understanding Social Science.

SWK 289. Self-Care for the Helping Professions. 1 credit. FA, SP (Same CRJ 289)
This course provides students the opportunity to practice the Ignatian value of cura personalis by caring for the whole person. As an integrative, multi-modal approach that borrows from several theories and practices such as the spiritual exercises, yoga, breath-work, compassion fatigue and stress- management the students will explore the relationship between the mind and body to strengthen the emotional spirit. Self-care is an important practice management tool and as such students will develop self-care strategies to use while in the practice setting to enhance professional resilience. This course may be repeated once. This course is offered Satisfactory/Unsatisfactory only.

SWK 298. Economics, Policy and Social Welfare. 3 credits. SP
Students examine social policies impacting individuals, families, groups, organizations, and communities. Students develop skill in policy analysis and advocacy at the local, state, federal and global levels. Civic engagement grounded in human rights are evaluated as core concepts. Students will develop skill in anti-racist, anti-oppressive policy analysis considering their historical context.

SWK 318. Applied Research: Assessment and Evaluation. 4 credits. FA, SP (Same as ANT/CRJ/HAP 318)
This course familiarizes students with foundational research methods for needs assessment and program evaluation commonly used in the social sciences. Satisfies Magis Core: Doing Science Science; Magis Designated Oral Communication, Designated Technology, Designated Statistical Reasoning P. Critical Issues in Human Inquiry (or HRS 100 or HRS 101), Oral Communication, Understanding Social Science, Mathematical Reasoning.

SWK 345. Practice I: Social Work with Individuals and Families. 3 credits. FA
Students develop skills to advance client/system well-being at the micro level, working with individuals and families. The course navigates the social work process (engagement, assessment, planning/goal setting, intervention, evaluation) integrating methods based on professional competencies. Emphasis on person-and-family-in-environment perspectives and eco-systems theory guide direct practice grounded in ethical guidelines and cultural humility. P. SWK 201 or SWK 275 or SWK 276; SWK major. CO: SWK 346.

SWK 346. Social Work Pre-Practicum 1. 1 credit. FA
Taken concurrently with SWK 345 Practice I: Social Work with Individuals and Families, students will immerse in community-based learning at a local social service agency. Students will complete 20 hours in the community with faculty-coordinated activities, connecting with social work competencies. Students will also complete on-campus social work learning lab integrating community-based learning with social work concepts and theories. P. SWK 201 or SWK 276 or SWK 275 or instructor permission; CO: SWK 345; Social Work major.

SWK 347. Social Work Pre-Practicum 2. 1 credit. SP
Students will engage in pre-practicum lab to advance skills for senior field practicum. Focus will be on professional socialization connected with social work competencies and career. Students will explore options for senior field experience, future career advancement, and post-graduation planning. Students will complete activities leading to agency placement for senior field practicum and professional advising for career planning connected with major, BSW degree, professional organizations/standards, and related certification/licensure requirements. P. Social Work major; SWK 345.

SWK 359. Practice 2: Social Work with Groups. 3 credits. SP
Prepares students to advance group system well-being at the mezzo level. Develops skills applying the social work process (engagement, assessment, planning/goal-setting, intervention, evaluation) with groups, connecting directly with social work competencies. Students will develop effective group dynamic skills related to cultural humility, anti-racist, and anti-oppressive methods at the mezzo level. P. SWK 345.

SWK 371. Social Work Issues. 1-3 credits. OD
Social work issues are examined in terms of both their historical development and their implications for current social work practice. Topics vary from semester to semester. Students may repeat course for credit up to 3 times with program director approval.

SWK 375. Working With the Elderly. 3 credits. OD
Presentation of information concerning the theory and practice of social services to the aged. Study of both institutional and community settings.

SWK 376. Family Dynamics. 3 credits. ENY (Same as CRJ 376)
This course will explore families through the lens of family stress theory, identifying interpersonal dynamics as well as adjustments in times of crisis. Course content will also include impacts of violence in family systems across the life span, including child abuse/neglect, interpersonal violence, elder abuse, and community violence.

SWK 377. Grief, Loss & Bereavement. 3 credits. ENY
Grief and loss are universal human experiences, yet helping professionals are often ill-equipped to support those they serve effectively through these times. This course explores issues related to death, grief, and loss throughout the lifespan to increase students' understanding, skill, and comfort in future practice. Theories and interventions are explored through developmental and cross-cultural perspectives. P. Sophomore standing.

SWK 389. Addictions: Substances, Processes and People. 3 credits.
Selected addiction theories and treatments are reviewed including substance addiction (alcohol, drugs), process addiction (gambling, sex, food, internet), and relationship addictions. Students examine the role of social workers, other professionals and friends in recognizing and managing addictive behaviors, and explore their own beliefs and values using a systems perspective.

SWK 399. Trauma Care for the Whole Person. 3 credits. ONY (Same as ANT 399, SOC 399, CRJ 399)
It is essential for social workers and helping professionals to be reflective practitioners and know how to effectively care for others as well as themselves. Students will explore the distinctions of trauma including: physical, psychological, social, historical, ongoing, and vicaríous trauma. This course is designed to examine the impact of trauma on the mind, body and spirit. Trauma care is not only for the individuals, families and/or communities with whom they work but also to develop resiliency in the mind, body and spirit of the helping professionals. P. Sophomore standing.

SWK 435. Practice III: Social Work with Organizations and Communities. 3 credits. FA (Magis: Intersections, Designated Ethics)
Prepares students to advance client/system well-being at the macro level. Students will apply concepts and principles of advocacy for social, economic, and environmental justice with marginalized and disenfranchised populations at the organization and community levels. Emphasis is on constructing and using ethical and professional social work frames of reference for social work practice and strengthening skills from an anti-racist, anti-oppressive perspective. Satisfies Magis Core: Intersections; Magis Designation: Ethics; P. SWK 345, SWK 346, Magis Core Critical issues in Human Inquiry, Magis Core Ethics course, SWK major.

SWK 440. Social Work Leadership Grounded in Anti-Racist, Anti-Oppressive Practice. 3 credits.
This class prepares undergraduate social work practitioners for self-assessment, reflection, and advocacy to lead using anti-racist and anti-oppressive practices. Focus is on student professional development as well as leadership roles that understand intersectionality, reckons with the field's own historical practices and policies, and its role in alleviating oppression and discrimination. P. SWK 435; SWK major.

SWK 460. Field Practicum Seminar I. 2 credits. FA
Seminar designed to integrate theories and skills learned in the classroom with their application in field experience. P. SWK 345; SWK 346; CO: SWK 461; SWK major.

SWK 461. Field Practicum 1. 4-5 credits. FA
Students are placed in community agencies delivering social welfare services for practical application of the theory and skills acquired in the classroom. On-site supervision provided by the agency and group supervision provided on campus. This course includes 220 hours community based field practicum experience. Students need to have access to reliable transportation. P. SWK 345; CO: SWK 460, SWK Major.

SWK 480. Field Practicum Seminar II. 3 credits. SP
Seminar designed to integrate theories and skills learned in the classroom with their application in 220 hour practicum field experience. Students complete a capstone project and presentation demonstrating mastery of the social work process. Satisfies Magis Designated Oral Communication and Written Communication course. P. Magis Core Contemporary Composition course, Magis Core Critical Issues in Human Inquiry course, Magis Core Oral Communication course, SWK 460, SWK 461, Senior standing, SWK major. CO: SWK 481.

SWK 481. Field Practicum 2. 4-5 credits. SP
Students are placed in agencies delivering social welfare services for practical application of the theory acquired in the classroom. On-site supervision provided by the agency and group supervision provided on campus. This course includes 220 hours community based field practicum experience. Students need to have access to reliable transportation. P. SWK 460; CO: SWK 480; SWK Major.

SWK 493. Directed Independent Readings. 1-6 credits. FA, SP, SU, W
Survey of literature related to a topic in social work not covered in student's course work. Undertaken in close cooperation with a supervising faculty member. May be repeated to a limit of six hours. P. Sr. stdg or Program Director approval; SWK Major.

SWK 495. Directed Independent Study. 1-6 credits. FA, SP, SU, W
Student-initiated project on a focused topic in social work, utilizing library materials and involving close cooperation with a supervising faculty member. May be repeated to a limit of six hours. P. Sr. stdg. or Program Director approval; SWK Major.

SWK 497. Directed Independent Research. 1-6 credits. FA, SP, SU, W
Student-initiated empirical project on a focused topic in social work, involving close coordination with a supervising faculty member. May be repeated to a limit of six hours. P. Sr. stdg.; SWK Major.

THL 110. The Christian Tradition, Then and Now. 3 credits.
This course provides a basic introduction to the history, teachings, and practices of Christianity, and to theology as an academic discipline. Consideration of the origins and evolution of Christianity will prepare students to interpret the intellectual and the practical challenges it faces in a rapidly changing world.

THL 112. The Christian Tradition:Global Visions. 3 credits.
This course will introduce students to the basic teachings, history and practices of Christianity and its global enculturation. Course topics will consider the local expression of Christianity in North America, Latin America, Asia and/or Africa.

THL 114. The Christian Tradition: Exploring the Great Questions. 3 credits.
Christian doctrines emerged from addressing core questions: Who is God? Who is Jesus? What is the Church? What does it mean to be truly human? What is the human being's relationship to non-human nature? What constitutes salvation? What is the source of evil and sin? What is revelation? This course is organized around key questions and key themes as they have evolved over the course of the history of Christianity.

THL 115. The Christian Tradition in Women's Voices. 3 credits.
By studying Christianity in light of women's concerns and voices, this course reveals a dimension of Christian theology that transcends traditional categories. Utilizing historical, topical, and literary approaches, this course addresses contemporary theological concerns in light of the voices of women in the Christian past and present.

THL 116. The Christian Tradition: Faith and Witness. 3 credits.
This course aims to introduce the Christian theological tradition from a Jesuit, Catholic view. It invites students to begin a journey of reflection on how the Christian community throughout history have thought and lived out the truth that God is love - a love that gives and attracts.

THL 175. The Human Induced Climate Crisis:Origins and Solutions. 3 credits.
This course will analyze the cultural forces that allowed social, religious, and political discourse to diverge so widely from scientific discourse concerning the climate crisis. It will also reflect upon what kind of social, religious, psychological, and political transformation is necessary to avoid the worst effects of climate change. CO: COM 101.

THL 176. Sport and Spirituality. 3 credits.
This course will focus on the intersection of sports, spirituality, religious faith practice, and social context. This course will clarify terminology for the interdisciplinary study of sport and religion and then critically examine examples of the intersection of sport and spirituality. The intent is to look at sports and athletic competition in light of their potential to point to, substitute for, undermine, or augment personal quests for communal religious meaning and faith/spiritual significance. Co: COM 101.

THL 215. The Biblical Tradition: Ancestors and Heroes. 3 credits.
Introduction to the primary story of biblical Israel (Genesis – 2 Kings), and how to interpret the Bible critically within its literary, social, and historical contexts. Emphasis will be placed on interpreting the biblical stories through focusing on the social and literary role of the characters. P. One Magis Core The Christian Tradition course.

THL 216. The Biblical Tradition: The Human Question. 3 credits.
Students will survey selected texts of the Older Testament, for the purpose of acquiring and developing skills in reading closely, interpreting critically, and writing effectively, with an eye toward exploring the question of what it means to be human from a biblical perspective. P. One course of The Christian Tradition (THL 110 - THL 116).

THL 217. The Biblical Tradition: Social Justice in the Old Testament. 3 credits.
This course examines the themes of force, violence and social justice in the Old Testament and in selected New Testament texts, primarily reading the story of ancient Israel from its origins to the return from exile, along with prophetic comment on that story. Students will learn how to interpret the Bible analytically within its literary, social, and historical contexts. P. One Magis Core The Christian Tradition course.

THL 230. The Biblical Tradition: Gender, Economy, and Violence. 3 credits.
Introduction to critical interpretation of the Bible, focusing on traditions in which gender, economics, or violence are prominent; includes consideration of implications for Christian theology and practice. P. One Magis Core The Christian Tradition course.

THL 231. The Biblical Tradition: Perspectives on Suffering and Evil. 3 credits.
Introduction to critical interpretation of the Bible, with focus on traditions that address the experience of suffering and evil; includes reflection on applicability to individual and communal experiences of suffering and evil in today's world. P. The Christian Tradition.

THL 235. The Biblical Tradition: Sickness and Healing. 3 credits.
Introduction to the Gospels and how to interpret them critically within their historical, social, and literary contexts. Critical interpretation of gospel traditions about sickness and healing will be a major focus. P. One course of The Christian Tradition (THL 110 - THL 116).

THL 236. The Biblical Tradition: New Testament. 3 credits.
A survey of selected writings from the early Christian communities, understood in their cultural and literary contexts. P. One course of The Christian Tradition (THL 110 - THL 116).

THL 237. The Biblical Tradition: Early Christian Community and Identity. 3 credits.
This course explores how the earliest followers of Jesus understood themselves and their communities by interpreting Biblical texts within their literary, social, and historical contexts. Emphasis will be placed on the Jewish and Greco-Roman contexts of the New Testament. P. One course of The Christian Tradition (THL 110 - THL 116).

THL 238. The Biblical Tradition: The Johannine Literature. 3 credits.
This course studies the portrait of Jesus and the good news provided by the early Christian community as preserved in the Gospel and Letters of John. Focus lays on interpreting the group's theology and their particular contribution to the development of Christianity through their literary, historical, and social contexts. P. One Magis Core The Christian Tradition course.

THL 239. The Biblical Tradition: The Synoptic Gospels. 3 credits.
This course studies the portrait of Jesus and the good news provided by the early Christian community as preserved in the Gospels of Matthew, Mark, and Luke, known as the Synoptic Gospels. Focus lays on interpreting the theology of the Gospels and their particular contributions to the development of Christianity through their literary, historical, and social contexts. P. One Magis Core The Christian Tradition course.

THL 240. The Biblical Tradition: Messiah, Prophet, and Rabbi. 3 credits.
This course explores the expectation of a messiah in the Second Temple Period, how the earliest followers of Jesus portrayed Jesus in the New Testament texts, and how modern scholars construct the life of Jesus from a historical perspective. Emphasis will be placed on the Jewish and Greco-Roman contexts of the New Testament. P. The Christian Tradition.

THL 241. The Biblical Tradition: The Gospel in Service of Social Justice. 3 credits.
This course introduces the service and social justice component of the Christian scriptures, focusing on the good news shared by and for the oppressed that cultivates a community living and working for the common good. The class will introduce the origin, development, and interpretation of the Bible, followed by a more systematic reflection upon the social gospel and its impact upon contemporary Christian faith and practice. P. The Christian Tradition course.

THL 270. Theological Ethics: Applying Moral Principles. 3 credits.
This introduction to fundamental ethical theories investigates Christian moral principles and how they apply to moral issues. It analyzes the role of religious faith, explores the individual and the common good and emphasizes ongoing moral development and critical thinking. P. One Magis Core Philosophical Ideas course.

THL 271. Theological Ethics: Applying Moral Principles in the Marketplace. 3 credits.
This course introduces major ethical theories, including utilitarianism, deontology, virtue ethics, and key approaches to social ethics, through a conversation with the range of concerns animating Christian moral reflection, and with special attention to issues arising in contemporary capitalism. P. Philosophical Ideas course.

THL 272. Theological Ethics: Sexual and Gender Issues. 3 credits.
This course investigates the nature and sources of moral obligation, moral virtue, justice, wisdom, and a good human life from a Christian theological perspective and applies this perspective to sexual and gender issues. P. Philosophical Ideas course.

THL 273. Theological Ethics: Moral Perception and Moral Blindness. 3 credits.
This introduction to fundamental ethical theories focuses upon ethical thought as the foundation for ethical action, and investigates the impact of religious faith, psychological awareness, and personal character upon the development of moral thinking. P. One Magis Core Philosophical Ideas course.

THL 274. Theological Ethics: Social Action and Political Advocacy. 3 credits. ((Same as JPS 274))
This course empowers students to advance justice by engaging moral theories and applying theological ethics to voting, advocacy, community organizing, and civil disobedience/nonviolent direct action. The course is academic service-learning and climate change is a particular focus. Satisfies Magis Core: Ethics. P. Philosophical Ideas course.

THL 300. Ultimate Questions: Jesus Christ, Yesterday and Today. 3 credits.
This course examines the historical Jesus, scriptural Christologies, and classical Christological teachings and their reception throughout Christian history. Contemporary integrations such as the "search for the historical Jesus," as well as liberation and feminist/womanist theologies will be explored. P. One Philosophical Ideas course (PHL 110 or PHL 111 or PHL 112 or PHL 113 or PHL 113); one course of The Christian Tradition (THL 110-116); one course of The Biblical Tradition (THL 230 - THL 241).

THL 301. Divine Providence, Catholic Social Teaching, & the Problem of Climate Change. 3 credits.
This course will deal with a number of questions as they are addressed primarily by the doctrine of providence: How can one reconcile the teaching that God is the source of all that is and guides nature and history to its divine end with an evolutionary world view? How can human beings change the climate if God is all powerful and the source of all that is? What is the relationship of God to creation? While the course takes up the question of providence in relationship to human and non-human agency, it also reflects on the human being and her freedom and social responsibility in light of the fact that human beings have become geological agents, destabilizing planetary systems (most especially the climate system) with effects that will play out on geological time scales of tens of thousands to possibly millions of years. P. One Magis core Philosophical Ideas course, One Magis Core The Christian Tradition course, One Magis Core The Biblical Tradition course.

THL 302. Ultimate Questions: God and the Creation of Everything. 3 credits. (Magis: Ultimate Questions)
In the beginning," we are told in Genesis 1:1, "God created the heavens and the earth," and from that one act of divine initiative unfolds everything that is. The Christian theological tradition refers to this act and its result as "creation." This class explores in detail the two-thousand-year history of Christian theological reflection on the creation. Special attention will be given to the ways in which Christian theologies of creation are currently being reshaped and advanced by scientific cosmology. Satisfies Magis Core: Ultimate Questions. P. Philosophical Ideas, The Christian Tradition, The Biblical Tradition.

THL 303. Ignatian Spirituality and the Vocation to Healthcare. 3 credits.
To name what one does as a vocation ¡s to say that one responds to a call. The Spiritual Exercises of St. Ignatius are uniquely positioned to assist ¡n this process of discernment for students at a Jesuit and Catholic University. Such a response ought to give one consolation, it should employ one's gifts, and it meets a need that exists in a given community. Such a response, if ¡t is to be an answer to a call, incorporates all three aspects and therefore is a personal response with an intrinsic social dimension. This course will offer an opportunity for students at Creighton to discern whether or not they are called to the vocation of caring for others through medicine, dentistry, pharmacy physical and occupational therapy, counseling, nursing or paramedicine. Guest lecturers from many of these disciplines will be invited to speak to the following questions. What is a vocation? How does one discern such a reality? How is one's profession different if pursued as a call as opposed to a career? Satisfies Magis Core: Ultimate Questions; Designated Written Communication. P. Philosophical Ideas, The Christian Tradition, The Biblical Tradition, Contemporary Composition.

THL 304. Ultimate Questions: Where Theology Meets Neuroscience. 3 credits. (Same as NES 304)
This course explores the relationship between systematic theology and neuroscience. A necessary tension exists between theology and science which reveals the miraculous complexity of human nature and how persons flourish. Students will learn neuroscience concepts and apply them to systematic theology by asking ultimate questions and critically engaging interdisciplinary concepts. Satisfies Magis Core: Ultimate Questions. P. Philosophical Ideas, The Christian Tradition, The Biblical Tradition.

THL 305. Ultimate Questions: Reconciliation. 3 credits.
This course analyzes the concept and practice of reconciliation through a theological and social lens. Students will explore the multifaceted nature of reconciliation, including elements of forgiveness, justice, lament, and mediation. Students will also analyze global case studies in social reconciliation, including race relations in America. Students will be challenged to apply these concepts to their own local communities and contexts. Prereq: Philosophical Ideas; The Christian Tradition; The Biblical Tradition.

THL 309. Ultimate Questions: African Christianity. 3 credits.
This course offers an introduction to African Christian theology. Topics include African traditional religion and the history of Christianity in Africa; modern theological perspectives on God, Christology, liturgy & enculturation; and contemporary ecclesiological challenges (e.g., church and state, violence and reconciliation, poverty, patriarchy, and dialogue with Islam). Prereq: Magis Christian Tradition course, Magis Biblical Tradition course, Magis Philosophical Ideas.

THL 312. The Spirituality and History of Ignatius of Loyola and the Society of Jesus. 3 credits.
An examination of the Society of Jesus from its founding by Ignatius of Loyola during the pivotal 16th century, through suppression and recovery to the challenges of the modern post-Vatican II era, this course seeks to understand the Jesuits on two levels: through their controversial history, set within the context of their times and as represented by the lives of selected individuals; and through the development of their particular spirituality, Ignatian methods of prayer and discernment of spirits, as originated in the Spiritual Exercises and enhanced over time. Students will have the opportunity both to understand Jesuit history and to understand the theology of Ignatian spirituality for their own interior lives. Prereq: Philosophical Ideas; The Christian Tradition; The Biblical Tradition.

THL 314. Vatican II. 3 credits.
Vatican II was the seminal event in the Catholic Church during the last 450 years. From how the Church understood itself (Lumen gentium) its mission to the world (Gaudium et spes) as well as the Bible (Dei verbum) and other religions (Nostra aetate) Vatican II represents a radical re-orientation for the Catholic Church. As such, it deserves careful study and understanding. P. Philosophical Ideas course; Christian Tradition course; Biblical Tradition course.

THL 315. Ultimate Questions: Theology of Christian Marriage. 3 credits.
This course covers the history of marriage in the Christian tradition, marriage as sacrament, and contemporary issues related to marriage. P. One Magis Core Philosophical Ideas course; One Magis Core The Christian Tradition course; One Magis Core The Biblical Tradition course; or 200-level Scripture course; Junior standing.

THL 316. Ultimate Questions: A Theology of the Catholic Sacraments. 3 credits.
For the Catholic Church, the sacraments manifest and communicate to humanity the mystery of a loving communion with God in Jesus Christ. This course explores how the divine life communicated in and through Jesus is made manifest in the sacraments, which transform persons into lovers of God and the world. The approach of study is a historical, systematic, and pastoral exploration of the sacraments of initiation (baptism, confirmation, and Eucharist) and the sacraments of reconciliation and marriage in Catholic practice. Prereq: Philosophical Ideas, The Christian Tradition, The Biblical Tradition.

THL 327. Christianity and the Holocaust. 3 credits.
Christianity has been grappling for sixty years with the enormity of the Holocaust. This course will investigate the history of Jewish-Christian relations, the New Testament foundations and the articulation of central Christian doctrines that encouraged Anti-Judaism, and the efforts being made by Christians to re-think identity and doctrine vis-à-vis Judaism.

THL 338. Eucharist: Liturgical Theology and Practice. 3 credits.
Study of the Eucharist from an ecumenical perspective. The course is intended for Catholic and Protestant, mainline and evangelical Christians seeking a critical, historical, and theological understanding of their eucharistic heritage. P. 200-level Scripture course; Jr. stdg.

THL 349. Egyptian Art and Archaeology. 3 credits. OD (Same as ARH 349, CNE 349, HIS 349)
This course surveys ancient Egypt from the prehistoric/predynastic periods beginning around 4,000 BCE through the incorporation of Egypt into the Ptolemaic then Roman Empires at the end of the first millennium BCE. You will learn about the changing historical and cultural contexts of Egyptian art and architecture, exploring topics such as the meaning and audience of Egyptian art, the relationship between writing and artistic representation, the art of death, and the connections between art, religion, kingship, and the Egyptian worldview. Along the way, you will also learn about the history of the field of Egyptology, the relationship of modern Egypt to ancient Egypt, and how "the west" has constructed, used, and abused a constructed "ancient Egypt." Satisfies Magis Core: Fine Arts.

THL 350. Archaeology of Israel and Jordan. 3 credits. OD (Same as ARH 350, CNE 350, HIS 350)
A chronological survey of the archaeology of Israel and Jordan, providing a material perspective on the history of society, economy, and religion of the people from the Neolithic period to the Byzantine Period.

THL 351. Introduction To Chinese Philosophy. 3 credits. OD (Same as PHL 351)
Origin and development of Chinese philosophy. The basic doctrines and moral principles that the Chinese tradition holds. Different schools of Chinese philosophy, such as Confucianism, Daoism, and Moism. How Chinese philosophy has been practiced in daily life. The conflicts between Chinese tradition and modern China. P. Philosophical Ideas course.

THL 353. Introduction to Buddhism. 3 credits. OD (Same as PHL 353)
Origin and development of Buddhism's basic doctrines and beliefs. The different schools of Buddhist traditions, and the changes as Buddhism spread from India through China and Japan to the West. How Buddhist teachings are practiced in daily life. P. Philosophical Ideas course.

THL 354. Introduction to Judaism. 3 credits. OD
Development of Jewish faith, philosophy, institutions, and peoplehood. P. 200-level Scripture course; Jr. stdg.

THL 359. Ultimate Questions in Living Religions of the World. 3 credits.
This course looks at ultimate questions in the world's religions as practiced today. As a comparative introduction to living religions, it explores both the contours of the category "religion" and historical and contemporary expressions of "religion". Using an impartial approach, particular attention is paid to how different religions conceive of ultimate reality, goodness, the human person, social relationships, and the natural world. Prereq: Philosophical Ideas, The Christian Tradition, The Biblical Tradition.

THL 380. Method and Theory in Theology. 3 credits.
Intended primarily for theology majors and minors, this course trains students in reading, writing, research, and using critical theories (e.g., psychoanalytic, Marxist, new historical, feminist) in theology and religion. The content will be divided between skills-building (reading, writing, research) and exploring critical theories as they apply to theological studies. P. Christian Tradition; Mathematical Reasoning course. P or CO: Philosophical Ideas.

THL 390. History of the Christian Church. 3 credits. SP
Survey of the intellectual, ecclesiastical and political developments which shaped Christianity through two millennia. Exploration of complex relations among beliefs, institutions, and practices which constitute Christian history. P. 200-level Scripture course.

THL 419. Bible, Spirituality, & American Public Life. 3 credits. (Same as AMS 419, JPS 419)
Exploration of the biblical foundations of Christian spirituality, followed by critical examination of the implications for contemporary American life; includes attention to intersection of race, gender & economic realities. P. THL 110.

THL 431. Jesus Christ: Liberator. 3 credits.
Christology is the field of study within Christian theology primarily concerned with the nature and person of Jesus Christ as recorded in the Canonical gospels and the letters of the New Testament. Christology from the perspective of liberation asks concretely "what do we need to be liberated from in order to know and love Jesus Christ?" While "salvation" traditionally pertains to one's status in the next life, "liberation" pertains to both the present and the future. Of particular interest for this course will be the role of context and culture and how it influences belief. P. One Magis Core The Christian Tradition course; One Magis Core The Biblical Tradition course; One Critical Issues in Human Inquiry course; Senior standing.

THL 443. Ecclesiology in Global Context. 3 credits. (Same as JPS 443)
The Catholic Church as present within various countries around the world provides unique opportunities for understanding how local churches incorporated the call of the Second Vatican Council to read the signs of the times and interpret them in the light of the Gospel. Immersion learning allows contact experiences with people and different realities to teach and supplement academic material in the classroom. P. One Magis Core Critical Issues in Human Inquiry course and one 100-level THL course.

THL 457. Biomedical Ethics: Philosophical and Theological Approaches. 3 credits. OD (Same as HAP 457, PHL 457)
This course explores philosophical and theological ethical theories and analyzes and evaluates select issues in biomedicine and health care policy in light of those theories. Satisfies Magis Designated Ethics. P. Ethics course.

THL 463. Social Justice in Selected Global Faith Traditions. 3 credits.
Examines how global Catholic, Mainstream Protestant, Peace Church, Jewish and Muslim faith traditions inform their members in their approach to problems of social justice. Includes attention to how Ignatian charisms and values have informed efforts to enact social change. Students will critically engage a specific problem of social justice with which they have experiential contact, and will also reflect on how their own background contributes to their personal and professional development as global citizens who will be working as agents of social justice. P. One Magis Core Contemporary Composition course; one Magis Core Critical Issues in Human Inquiry course; one Magis Core The Christian Tradition course; one Magis Core The Biblical Tradition course; Sr. Stdg.

THL 464. Social Justice in Islam and Muslim Experience. 3 credits.
This course is an inherent integration and intersection of issues of social justice, ethics, diversity, and potential service, in Islam in particular and also in Muslim-Christian partnership. Students will critically engage a specific problem of social justice with which they have experiential contact, whether in Islam, or in the Muslim experience, or in Christian-Muslim relations. P. Critical Issues in Human Inquiry; Senior standing.

THL 471. The Spiritual Exercises of St. Ignatius. 3 credits.
This course offers both an academic and a practical, personal experience of the Spiritual Exercises of St. Ignatius Loyola. Students experience the process of the Spiritual Exercises and learn the major emphases of Ignatian spirituality. They reflect, individually and together,on the invitation and the impact of the Exercises upon their lives, including their invitation to work for justice. They experience various forms of prayer. Students write a series of short papers, some analyzing experiences in the Exercises; some reflecting on their experience of prayer,service, and work for justice; one analyzing the thinking of the Exercises by contrast with views from two contemporary academic fields; and one final integrating essay offering what students have learned from making the Exercises in the light of what they know of one culture and what they have learned in their major discipline. P. Critical Issues in Human Inquiry course; Permission of instructor; previous or contemporary experience of work related to service and social justice; Senior standing.

THL 492. Senior Seminar. 3 credits. FA
Study of a major theme in the Christian theological tradition. Each student will write and present a major research paper related to this theme. P. Sr. stdg; One Magis Core Oral Communication course; One Magis Core Contemporary Composition course. Open to Theology majors only.

THL 493. Directed Independent Readings. 1-4 credits. OD
May be repeated to a limit of six hours. P. DC.

THL 495. Directed Independent Study. 1-4 credits. OD
May be repeated to a limit of six hours. P. DC.

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 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 514. Paul: His Life and Letters. 3 credits. OD
The first attempts to weld Christianity and Western humanism as initiated in the Epistles to Timothy and Titus.

THL 516. Apocalypse Then and Now. 3 credits. OD
A contemporary scholarly interpretation of the book of Revelation with reference to contemporary apocalyptic.

THL 518. Women and the Bible. 1-3 credits. OD (Same as 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 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 546. The Theology of the Saints and Martyrs: A Faith to Live and Die For. 3 credits.
This course explores how the saints and martyrs are theological agents of human flourishing in the world. Drawing from the Ignatian-inflected theologies of Bernard Lonergan and Hans Urs von Balthasar, we will explore how specific men and women are incarnate images of Trinitarian self-emptying love, and as such, living examples of the Gospel. P. THL 110 or THL 112 or THL 114; sophomore standing.

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 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 introducing students 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 attention 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
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 110-116) and a 200-level Scripture course and So. stdg.

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 551 and EDU 552.

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. One Magis Core Ethics course and Jr. stdg.

THL 589. The Rwanda Genocide as a Challenge for the Church. 3 credits.
Exploration of the 1994 Rwanda Genocide in historical, theological, and political contexts with particular focus on roles played by majority Catholic Church. P. One course of The Christian Tradition (THL 110 - THL 116).

THL 594. Special Topics: Sources and Applications 1. 3 credits.
May be repeated to a limit of six hours.

THL 596. Special Topics: Sources and Applications 2. 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.

THR 121. Oral Interpretation Of Literature. 3 credits. AY, FA
Study of prose, poetry and drama, including analysis and preparation for performance before an audience. Selections are to be acted, interpreted, and produced.

THR 131. Acting I. 3 credits. FA, SP
Acting I explores stage deportment, pantomime, voice, and methods of character development, and a brief history of acting up to the 20th century. The course includes performance of scenes in laboratory sessions. Students encouraged to try out for roles in University Theatre productions. No previous acting experience required. Required of all Theatre majors and minors.

THR 153. Stagecraft I. 3 credits. FA (Same as DAN 153)
Fundamentals of developing the scenic background for theatrical productions, introduction to tools and equipment through theory, lecture, and demonstration. This class includes a lab component.

THR 154. Costume Construction. 3 credits.
This course presents the fundamentals of developing the costumes and accessories for a theatre production. An introduction to equipment, supplies, and history of the costumer's craft through lecture and application. Includes lab hours.

THR 161. Theatre Appreciation. 3 credits. AY, FA, SP
To enhance the student's understanding and appreciation of the theatre through the exploration of each theatrical element as it relates to the production whole.

THR 215. Makeup Design. 3 credits.
An introduction to the methods of theatrical makeup design and application. Conducted in both a lecture and lab format.

THR 217. Movement for the Actor. 3 credits. (Same as DAN 217)
Movement for the Actor builds on the tools and concepts introduced by going deeper into scene study, styles, and methodologies explored through the lens of physical work. Students are expected to engage in an intense exploration of demanding texts to build a solid physical language that is grounded in truth and to incorporate a variety of contemporary texts deemed appropriate for additional physical exploration. The course is designed to help achieve the widest range of physical and emotional expression through the body in relation to the space around us.

THR 253. Drafting I. 3 credits. OD
An introduction to the language of mechanical drawing in the theatre through hand drafting and computer-aided drafting (CAD). P. THR 153.

THR 254. Introduction to Theatrical Design. 3 credits.
This course will explore the fundamentals of following a design concept through from the idea to its implementation. The areas of Scenic Design, Costume Design, Lighting Design, Props Design and Sound Design will be discussed independently and as a collaborative art.

THR 271. Voice Class. 3 credits. FA, SP, SU (Same as MUS 271)
The techniques of singing, including voice placement, tone production, breathing, and English diction. Individual attainment in a class setting will be emphasized. No prerequisite required. May be repeated for credit to a limit of six hours.

THR 295. Special Projects. 1-6 credits. FA, SP
This course will allow students to develop techniques of theatrical production. Students will work as a team in the production of a final group project, serving as designers, actors, directors, playwrights, dramaturgs, etc. P. THR 131 and THR 153 or IC.

THR 323. Classical Greek Drama. 3 credits. FA (Same as CNE 323)
Selected works of Greek Tragedians. The influence of Greek drama on English literature and on modern drama.

THR 324. Visions of America: The 21st Century Pulitzer Prize for Drama. 3 credits.
This course is an examination of the 21st century winners of the Pulitzer Prize for Dramatic Literature. Since its inception, the Pulitzers have been awarded to American playwrights who present a vision of American life through their dramatic works. Students will examine these visions and in particular, reflect on the increased diversity of the award winners, each representing unique perspectives of what it means to be American in today's changing world. P. Critical Issues in Human Inquiry.

THR 328. Acting for the Camera. 3 credits. OD
Methodology and application of acting scenework before a camera rather than a live audience. Course will investigate the mediums of television, film and video acting. P. THR 131 or IC.

THR 330. Acting II. 3 credits. AY, FA, SP
This course will refine the student's awareness of the fundamental skills of acting and aid the student in developing a personal acting approach. It will introduce students to method acting and advanced scene work with an emphasis on action and characterization. Students will continue advanced scene work in audition preparation and in dialogue scenes. P. THR 131; Oral Communication course.

THR 331. Acting Styles. 3 credits. AY, SP
Study of styles of acting from historical periods, Greek to modern, including individual projects in characterization. P. THR 131 and THR 153 or IC.

THR 332. Advanced Voice for the Actor. 3 credits.
Advanced Voice for the Actor is a companion course expanding on the vocal skills introduced in Acting I & II. Utilizing various techniques from successful voice practitioners, the actor will gain control over diction, projection, breath support, control, and vocal health as well as a range of skills for dialect acquisition and performance. Prereq: THR 131; THR 330; Instructor consent.

THR 333. Improvisational Theatre. 3 credits. AY, FA, SP
Training to develop the student's creativity and spontaneity. Ensemble creation of theatre performance pieces.

THR 335. Audition Technique. 3 credits. (Magis Designation: Technology)
Audition Technique explores the craft of auditioning and the practical application of skills that assist the actor investigate, select, and prepare appropriate audition material for the specific demands of the audition call. This course is the practice of finding and preparing materials and receiving coaching, then simulated audition sessions to apply your skills and materials in a variety of exercises which include: building a personalized warm-up; actor slate; preparation practices; professional materials such as cover letters, resumes, web presence; cold reads and self-tapes; musical theatre and dance; cattle call unified auditions; and specific adverts for seasons, companies, or individual shows. Students will build a repertoire of audition selections and create acting resumes and portfolios. P. THR 131, THR 330 or IC.

THR 341. Play Direction And Script Analysis I. 3 credits. FA
Theory and practice of play direction utilizing lecture, outside reading, discussion and experimentation with production of scenes in class. Course necessary for any production of plays in the one-act festival; also recommended for secondary teachers who may be required to produce plays. Required of all Theatre majors. P. THR 131, THR 153 or IC; Ethics course.

THR 342. The Art Of Television Directing. 3 credits. SP
It is no easy task to pay equal attention to both the creative and the technical sides of television production. The person that must accomplish this task is the TV director. This course will help students learn to think, plan and evaluate the TV directing process. Scenarios will focus on "live" directing experiences, which will develop this knowledge.

THR 350. Stagecraft II. 3 credits. OD
Introduction and uses of new materials in stagecraft, mechanical and perspective drawing, scene painting, special effects and problems in advanced technical application. Lecture and laboratory. P. THR 153.

THR 351. Scene Design I. 3 credits. OD
Principles of scenic art through practical application of the elements. Required of Theatre majors with a concentration in Technical Theatre. P. THR 153 or IC.

THR 355. Lighting Design I. 3 credits. (Same as DAN 355)
An introduction to the fundamentals of lighting theory, electricity, color in light, tools, equipment and paperwork through lecture and practical application. Lecture and laboratory. P. THR 131 or THR 153.

THR 357. Costume Design I. 3 credits. OD
Principles of costume design, color, rendering techniques and dramatic analysis. P. IC.

THR 391. Production Practicum. 1-2 credits. FA, SP (Same as DAN 391)
Course is divided into two segments. Course description for segment one, Technical Crew: Technical crew work in Creighton theatre and dance productions; may include set construction, properties, sound, lighting. Per credit hour, course requires three hours of shop work weekly (time scheduled with permission of instructor) and working one production as a crew member. Course description for segment two, Costume Crew: Costume construction for Creighton theatre and dance productions. Per credit hour, the course requires three hours of costume shop work weekly (time scheduled with permission of instructor) and working one production as a wardrobe crew member. This course may be repeated to a limit of eight semester hours.

THR 428. Film and the Fine Arts. 3 credits. OD (Same as SRP 428)
Film as an art form and its relationship to art history, music, and theatre history; the history of styles of acting, design, music, and art in film in the 20th century. Criticism of film art. Course requirements include discussion, examinations and critical writing. Extensive use of the Internet.

THR 432. Actor's Lab. 3 credits.
Special studies in acting technique. Could include pantomime, voice and dialects, Shakespearean or other acting styles. Topics to be announced in the Schedule of Courses. May be repeated to a limit of six hours.

THR 441. Play Direction And Script Analysis II. 3 credits. AY, FA
Advanced problems in play direction and comparative study of the methods and achievements of major modern directors. Students will direct a one-act play or comparable project for public performance. P. THR 341 or IC.

THR 451. Scenic Design II. 3 credits.
Advanced projects in scene design with an emphasis on analysis and concept development. Advanced rendering and model building techniques and presentation of the design will also be stressed. P. THR 351.

THR 453. Drafting II. 3 credits.
Advanced techniques in hand drafting and computer aided drafting. Three-dimensional renderings, section and alternate views, production organization, details, and construction views will be covered in the class. P. THR 253 or IC.

THR 455. Lighting Design II. 3 credits.
Study of advanced lighting techniques. Students will develop lighting designs, light plots and cue sheets for a variety of theatre and dance productions. P. THR 355 or IC.

THR 457. Costume Design II. 3 credits.
Advanced projects in designing for drama, musical theatre, opera and dance with an emphasis on character development through costume and support of production concept. Advanced rendering techniques and portfolio preparation will be stressed. P. THR 357 or IC.

THR 458. Performance Directing And Production Laboratory. 3 credits.
The focus of this course is to offer upper level students the opportunity to continue to develop and improve their techniques and knowledge in television performance, directing and production. This will be accomplished by having the students develop and produce TV programs on a regular schedule. This course may be repeated for a total of six credits.

THR 461. American Theater History. 3 credits. OD
Development of theatre in the United States from the colonial period to the present. Consideration of all aspects of theatre, playwriting, architecture, set design, acting and directing. Readings assigned in plays representative of professional theatre in each era.

THR 465. Theatre History (5th Century, B.C.-1700). 3 credits. AY, FA
This course is an introduction to the study of Theatre History and its application to theater artists. Includes awareness of patterns of history and the relationship between theatre and society. Covers origins of theater, Greek and Roman theatre, theatre in the Middle Ages, and the Italian, English, Spanish, and French theatre up to 1700. P. THR 131 and One Magis Core Contemporary Composition course.

THR 466. World Theatre History II: (1700-Present). 3 credits. AY, SP
Introduction to the study of theatre history and its application for theatre artists. Includes awareness of patterns of history and the relationship between theatre and society. This course is a survey of primarily western European theatre and the related theatre literature from the English Restoration through the 21st century. P. One Magis Core Contemporary Composition course.

THR 467. Theatre for Social Justice. 3 credits.
Theatre for Social Justice is an exploration of the process of creating social change through various forms of performative activism, culminating in the creation, development and performance of an original issue-based theatre piece. The course is designed so that the central issue to be explored will change each time the course is offered and will be determined by the students and instructor. P. THR 131 or Instructor Consent.

THR 491. Production for Majors. 1-2 credits.
All THR majors are required to enroll in THR 491 during their junior and senior years. Enrollment in this course requires the student to contribute a minimum of 180 hours per academic year toward Creighton productions. All areas of theatre, dance and music directly related to a Creighton production are counted toward the total involvement hours. Performance majors must be involved in an area of technical theatre for at least one show per academic year. Must be repeated for a total of four credits. P. Theatre major; Jr. stdg.; THR 131, THR 153 and two more THR major courses.

THR 493. Internship in Theatre. 1-3 credits. OD, SU
Practical experience in a student's chosen field of production. The internship will be done in conjunction with an organization approved by the theatre faculty. The student will be required to submit an internship proposal to be approved by their theatre adviser prior to enrolling for this course. P. DC.

THR 495. Directed Independent Study. 1-3 credits. FA, SP
Directed study in theatre to meet the individual needs of the student. No more than six hours of Theatre 495 may be taken for credit toward a degree. May be repeated to a limit of six hours. P. Jr. stdg.; Six hours 200-level theatre courses; IC.

THR 499. Senior Thesis. 1-3 credits. FA, SP
Students are expected to initiate and develop a project in one of the following areas: acting, directing, design or research. Application must be made to the thesis adviser and the department within the first two weeks of preceding semester. Required for B.F.A., Major in Theatre with both Performance and Technical Track. P. Sr. stdg.; IC; DC.

THR 510. Television Production Workshop. 3 credits. SU
This course is designed to give the participants an overview of the various types of television production. Production "experiences" from multi-camera situations, single camera Electronic Field Production, to basic video editing with i Movie II will be covered.

WGS 300. Introduction to Women's and Gender Studies. 3 credits. OD
This introduction to the interdisciplinary fields of Women's and Gender Studies presents a historical, sociological, cultural, and theoretical overview of how gender has been lived and understood over the past two hundred years. In addition to providing the basic vocabularies and concepts central to women's, feminist, and gender studies, the course will enable students to analyze the ways in which conceptions of "womanhood" and "manhood" intersect with class, race, ethnicity, sexuality, ability, and age to define social categories, shape identities, and form (or re-form) systems of power, privilege, and oppression.

WGS 492. Advocacy and Education Internship. 1-3 credits. FA, SP
The course requires reflection papers and reports throughout the semester. Course may not be repeated. P. IC.

WGS 495. Directed Independent Study. 1-3 credits. OD
May be repeated to a limit of six hours. P. DC.

All Undergraduate Courses - Heider College of Business

Courses

ACC 201. Introduction to Financial Accounting. 3 credits. FA, SP, SU
The course includes a thorough discussion of the fundamental principles of financial accounting with an emphasis on the corporate form of a business entity. These principles are studied in connection with financial accounting systems, and are taught with the use of assigned problems and questions. Information technology and various other means are used for problem solving and to study the applications of the basic principles as they relate to financial statement preparation and understanding. P. Open to all students who have completed a minimum of 15 semester hours of college credit.

ACC 202. Introduction to Managerial Accounting. 3 credits. FA, SP, SU
The course includes a thorough discussion of the fundamental principles of managerial accounting with an emphasis on traditional and modern cost measurement, recording, and reporting systems to support managerial decision making. Specific managerial accounting topics covered include cost and revenue classification approaches; planning and control techniques, including operational budgeting; cost behavior analysis; cost-volume-profit analysis; and product costing, including activity-based costing. Also included in the course is coverage of the statement of cash flows, financial statement analysis, and individual and corporate income taxes. Information technology and various other means are used for managerial problem solving. P. ACC 201; Sophomore standing.

ACC 313. Intermediate Accounting I. 3 credits. FA
The course involves an intermediate study of external financial reporting for a commercial merchandising enterprise. Emphasis is placed on understanding the four (or five) financial statements presented in an audited set of financial statements, including an in-depth examination of earnings per share and the statement of cash flows. Financial reporting guidance related to measurement attributes, cash, receivables, and merchandise inventory are examined in detail. Students are required to begin to use the Financial Accounting Standards Board Codification as a research tool for problem solving. Students are also required to demonstrate computer spreadsheet skills for assessing and solving problems in unstructured business settings. P. A grade of "C" or better in both ACC 201 and ACC 202; Junior standing; or approval of department chair.

ACC 315. Managerial Accounting for Decision Making. 3 credits. FA, SP
The course includes a study of cost and managerial accounting issues, including costing systems, cost-volume-profit analysis, operational budgeting, and cost allocation. The course highlights the importance and significance of cost data for management decision making. Current topics and cost accounting techniques used in industry and the private business sector are presented. P. A grade of C or better in ACC 202; completion of at least 45 hours of college credit.

ACC 319. Intermediate Accounting II. 3 credits. SP
The course involves an in-depth study of the theory and concepts of external financial reporting with the emphasis placed on corporations. Financial accounting standards and practices related to property, plant, & equipment, intangible assets, current liabilities, investments in securities, stockholders' equity, and leases (from the lessee's standpoint) are examined in detail. Analysis of corporate financial statements is studied. Financial accounting standards and practices for governmental entities are also examined in depth. Students are required to use the Financial Accounting Standards Board Codification and the GASB Governmental Accounting Research System Online as a research tool for problem solving. Students are also required to demonstrate computer spreadsheet skills--including the use of spreadsheet financial functions--for assessing and solving problems in unstructured business settings. P. ACC 313 and junior standing or approval of department chair.

ACC 323. Auditing. 3 credits. FA
This course provides an introduction to the auditing profession, an overview of the concepts and logic of the auditing process, and an orientation to the tasks and procedures involved in an audit. Emphasis is placed on analytical and critical thinking, the exercise of professional judgment and professional skepticism, the evaluation of risks and controls, and how auditors serve the public interest. Ethical issues and the expanding role of assurance services are considered. P. A grade of "C" or better in both ACC 201 and ACC 202; Junior standing; or approval of department chair.

ACC 343. Federal Tax Accounting I. 3 credits. SP
This introductory course in federal income taxation incorporates a major service learning experience to reinforce knowledge developed through traditional and online pedagogies. Study of the concepts of income, deductions, tax entities, credits, tax determination, procedural rules and property transactions as applied to individuals is emphasized, although there is some coverage of corporate entities. Policy reasons supporting technical rules and applications are developed where appropriate. A tax planning approach is integrated throughout the course, and electronic tax research methodology is used to solve a variety of common tax planning situations. P. ACC 202 and junior standing, or approval of department chair.

ACC 366. Internships in Accounting. 3 credits. FA, SP, SU
The course is designed to provide students with practical accounting experience by applying accounting concepts and technical skills learned in the classroom. It requires 150 hours of accounting work over the course of the term and participation in all online course assignments. The course is graded satisfactory/unsatisfactory and may be taken only once. P. ACC 202; Sophomore standing; IC.

ACC 377. Accounting Information Systems. 3 credits. FA, SP
An introduction to the design and use of computer-based information systems in accounting. Topics addressed include computer-based accounting systems, databases, accounting cycles, technology reporting standards (e.g., XBR), computer fraud and abuses, control frameworks, trust services framework, and internal controls in and auditing of computer-based systems. P. ACC 202; BIA 253; junior standing or approval of department chair.

ACC 461. Contemporary Professional Practice Issues in Accounting, Auditing, and Taxation. 3 credits. SP
This course will build on the student's internship experiences and continue his or her transition to becoming an accounting, auditing, and/or tax professional. The course is designed to improve a student's accounting, auditing, tax, and business professional skills. Course topics will be covered via selected readings and/or formal presentations. Some topics may be covered via on-line activities. Presentations will be led by accounting faculty and/or practicing accountants. P. ACC 313; not open to students who have previously enrolled in an internship for credit. CO: ACC 466 or ACC 467.

ACC 466. Cooperative Internship in an Accounting Discipline. 6 credits. SP
This course involves an intensive, supervised, professional cooperative internship in professional accounting. The internship will extend for a term of 10-12 weeks of full-time employment during the spring semester only, with the expectation that the student will work for a minimum of 600 hours during the internship period. The sponsoring organization will be expected to document that the student has participated in the required professional service areas outlined in the agreement between the firm and the course supervising faculty member. The student also will be expected to reflect on these experiences in a suitable format under the supervision of the assigned faculty member. P. ACC 323; not open to students who have previously enrolled in an internship for credit; CO: ACC 461.

ACC 467. Cooperative Internship in Taxation Services. 6 credits. SP
This course involves an intensive, supervised, professional cooperative internship in the taxation services practice of an approved partner CPA firm. The internship will extend for a term 10-12 weeks of full-time employment during the spring semester only, with the expectation that the student will work for a minimum of 600 hours during the internship period. The partner CPA firm will be expected to partner with the supervising faculty member to ensure the student has participated in the required professional service areas outlined in the agreement between the firm and the course supervising faculty member. P. ACC 313; not open to students who have previously enrolled in an internship for credit. CO: ACC 343; ACC 461.

ACC 491. The Financial and Accounting World: A Campus and Travel Course. 3 credits. W
This course is designed to provide students with on-site understanding of accounting and financial processes to complement campus-based study of the same topics. The course includes up to 20 hours of on-campus study prior to the travel portion of the course that will comprise of up to 30 hours of study with experts in the field. The travel portion of the course may involve various destinations. P. Senior standing; six hours of upper-level accounting courses.

ACC 493. Directed Independent Readings. 1-3 credits. OD
This is a directed readings course that investigates current developments in accounting theory and/or practice. The course permits individual students to pursue areas of interest within the field of accounting in greater depth than is covered in the normal curriculum. It also permits a student to do independent research on a specialized topic not ordinarily treated in regular course offerings. P. Senior standing; department consent and Dean's approval.

ACC 497. Directed Independent Research. 1-3 credits. OD
Supervised independent research on topics beyond the regular course coverage. Course is limited to students who have a QPA or 3.0 or better. May be repeated for credit to a limit of six hours. P. Senior standing; department consent and Dean's approval.

ACC 516. Advanced Cost Accounting. 3 credits. FA
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. 3 credits. SP
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. 3 credits. SP
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 538. International Accounting. 3 credits. SP
An overview of accounting issues faced by multi-national firms. The course will focus on the challenges accountants and managers face when organizations produce, market or provide services in foreign cultures. P. ACC 202; junior standing.

ACC 544. Advanced Taxation. 3 credits. FA
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 577. Advanced Accounting Information Systems and Accounting Analytics. 3 credits. FA, SP
This course covers how to use data to formulate and solve business problems from an accounting paradigm. Students will extract value from big data through the application of current analytics tools. This course develops objective accounting decision-making skills to help the accounting professional become a forward-thinking strategic partner in the organization. This course develops the skill set needed to think critically using available data. The course will also expose students to common currently used business intelligence software packages. P. ACC 377, junior standing or approval of department chair. May be taken for graduate credit upon completion of department approved graduate level work product.

ACC 579. Seminar in Accounting. 3 credits. OD
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; ACC 202; senior standing.

BIA 253. Management Information Systems. 3 credits. FA, SP, SU
An introduction to the field of management information systems and business intelligence and analytics, and their role in today's organizations. The course focuses on key concepts including fundamental enabling technologies, database, software development, decision support and knowledge work-support systems as well as MIS systems for operations, control, and strategic planning. The organizational foundations of systems, their strategic role, and the technologies driving change in the business processes will be discussed. P. Sophomore standing.

BIA 261. Business Analytics. 4 credits. FA, SP, SU
Students develop and apply understanding of fundamental multivariate statistical methods through which organizations can use data to gain insights and make better decisions. Throughout the course, students will learn and practice skills of data presentation and storytelling that contribute to decision-making in a business context. Topics include multiple regression, time series analysis, and data preparation. P. MTH 161; and either MTH 141, MTH 231, or MTH 245.

BIA 330. Production and Operations Management. 3 credits. FA, SP
Course considers production and operations as a major functional area of business and stresses the management of the production and operations function. Where appropriate, quantitative topics are presented, and solution techniques introduced to achieve a balanced view. P. BIA 261 and Jr. standing.

BIA 350. Systems Analysis and Design. 3 credits. FA, SP
This course will provide a study of the information systems development life cycle with emphasis on the planning, analysis, and design phases of systems development. Feasibility analysis, requirements determination, requirements structuring, logical and physical design, and implementation planning will be addressed. The course will explore the various methodologies, techniques, tools, and models used by systems analysts, including process modeling, data modeling, and designing the user interface. P. BIA 253.

BIA 354. Data and Information Management. 3 credits. FA, SP
Course develops both skill and knowledge relative to data base design and management. P. BIA 253.

BIA 366. Business Intelligence and Analytics Internship. 3 credits. FA, SP, SU
This course is designed to award credit to students for major-related significant practical business experience. A qualifying internship should allow students to apply higher-level concepts and technical skills learned in the classroom to real work settings, and must be secured before a student registers for the class. Students must work 150 hours during a semester and complete all online course requirements, including readings, discussions, a performance evaluation from their supervisor and a paper that reflects upon their achievements. The course is graded on a satisfactory/unsatisfactory basis and only 3 hours of internship credit may be used to satisfy graduation requirements. P. BIA 253, BIA 261; Open to Business Intelligence & Analytics majors only; Sophomore standing; IC.

BIA 375. Business Application Development. 3 credits. FA, SP
This course provides students with an introduction to business application development using object-oriented programming. The key concepts covered by this course include algorithms and their relationship to basic object-oriented programming concepts, objects and classes, control structure, input and output, exception handling, expressions, and graphic interface design. P. BIA 354 or instructor consent.

BIA 385. Python Programming for Data Analytics. 3 credits. FA, SP
This course provides an introduction to coding and logical programming thinking using Python. Several Python data analytics libraries, including Pandas, NumPy, Seaborn, and MatPlitLib will be introduced. Prereq: CSC 121 and BIA 253, or instructor consent.

BIA 450. Blockchain. 3 credits. FA, SP
Blockchain is the underlying technology supporting cryptocurrencies like Bitcoin, Ripple, and Ethereum, but its applications go beyond cryptocurrencies. This course provides a study of how blockchain technology works and considers its potential disruptive impact on business and society. P. BIA 253; FIN 301.

BIA 472. Visual Analytics and Visualization. 3 credits. FA
The general field of visualization focuses on transformations of data to visual representations in order to take advantage of human cognitive capabilities to more efficiently and effectively understand the story being told by the data. Specifically, visual analytics, an advanced form of visualization, is used to understand complex and large-scale data. In this course, students will be introduced to the fundamentals of visualization and the related user experience in producing and interpreting visualizations of business data. Student will also learn to use selected visual analytic tool(s) to conduct various types of analyses. P.BIA 261 and BIA 354, or instructor consent.

BIA 476. Cybersecurity. 3 credits. SP
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 354 or instructor consent.

BIA 479. Seminar in Decision and Information Technology. 3 credits. FA, SP
The integration and application of current topics in management science, systems analysis and design, or computer and communication technology with a focus on improving decision-making effectiveness in a real-world environment. Past seminar topics include: Web Technologies, Java Programming, E-Business, Business Data Mining, Computer System Architecture and Organization, Neural Networks, Human Factors in IS, and Wireless Technologies. This course is repeatable as long as topic differs (12 credits). P. BIA 253.

BIA 484. Machine Learning. 3 credits. FA, SP
The purpose of this course is to develop understanding of machine learning techniques and deal with the issue of extracting information and knowledge from large data sets. 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). Machine learning techniques such as logistic regression, decision, trees, and neural networks can be used to discover relationships and patterns that shed light on business problems. This course will examine methods and statistical tools for mining massive amounts of data for new and useful information, uncovering factors that affect purchasing patterns, and identifying potential profitable investments and opportunities. P. BIA 253 and BIA 261.

BIA 485. Applications of Artificial Intelligence in Business. 3 credits.
This course is designed to provide students with a foundation in AI concepts/models as used in business analytics. AI, while not a new field, is of increasing interest to businesses due to its predictive ability. Topics covered include artificial intelligence approaches to prediction, classification, clustering, and emerging topics. P. BIA 385, BIA 484.

BIA 490. Business Intelligence and Analytics Capstone. 3 credits. FA, SP
The Business Intelligence and Analytics major encompasses a broad array of skills. This course is designed to culminate all available BIA tracks through a group-based real-world project. Students will work with a partner organization to provide need-based solutions that use data and technology to solve a problem and improve decision-making. P. BIA 350, BIA 354, BIA 385 and Sr. standing.

BIA 491. The Technology World: A Campus and Travel Course. 3 credits. OD
This course is designed to provide a capstone travel experience in which students make on-site visits to a variety of organizations known for their business leadership and innovative practice in the field of business intelligence and analytics. The overall aim is to complement a student's campus-based study of business technology concepts, processes, and activities - as well as exemplar 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. A student in the Heider College of Business may only count up to six credit hours of travel courses toward their 128 credit hour program of study. P. Instructor consent.

BIA 492. Practicum in International Development. 3 credits. FA (Same as ECO 492, ENT 492)
This interdisciplinary, service-learning course focuses on the deployment of educational technology and the development of entrepreneurial projects with a variety of partners in less economically developed countries. Students will enhance discipline-specific knowledge through their engagement with interdisciplinary teams and will travel to multiple sites in the country to train teachers on the use of educational technology and develop entrepreneurial projects with community leaders. Students will also examine the cultural and economic realities of life in rural areas of the country and utilize feedback, dialogue, and surveys from community visits to promote both a reflection on the experience, and a proposal of projects for future Practicum participants. P. BIA 253; Junior standing.

BIA 493. Directed Independent Readings. 1-3 credits. OD
This is a directed readings course that investigates current developments in management information systems. The course permits individual students to pursue areas of interest within the field of management information systems in greater depth than is covered in the normal curriculum. It also permits a student to do independent research on a specialized topic not ordinarily treated in regular course offerings P. QPA of 3.0 or better; senior standing; department consent and Dean's approval.

BIA 497. Directed Independent Research. 1-3 credits. OD
Supervised independent research on topics beyond the regular course coverage. Course is limited to students who have a QPA or 3.0 or better. P. Senior standing; department consent and Dean's approval.

BIA 499. Practicum in Business Intelligence & Analytics. 1 credit. FA, SP
This course is designed to provide students with practical understanding and exposure to business applicability of concepts, methods and techniques in BIA. Students attend lectures and seminars, visit businesses, and participate in dialogues with business leaders to further their understanding of BIA. Students keep a journal of their reflective thoughts after attending lectures, discussions, and interactions with industry representatives. This course is graded satisfactory/unsatisfactory. This course can only be taken once for credit and cannot be repeated. P. At least one BIA course at 300 level or above, instructor consent.

BUS 101. Deans Fellows Foundational Sequence. 0 credits.
Deans Fellows course. Graded Satisfactory/Unsatisfactory. P. Deans Fellow; Instructor Consent.

BUS 103. Business Research Fellows Foundational Sequence. 0 credits.
P. Deans Fellow; Instructor Consent.

BUS 106. Union Pacific Diversity Scholars Foundational Seminar. 0 credits.
This course is open to students who are recipients of corporate scholarships. Students will meet weekly with Creighton university personnel and corporate partners to discuss emerging topics related to career paths. P. Union Pacific Diversity Scholar.

BUS 113. Scott Scholars Foundational Sequence. 0 credits.
Scott Scholars course. Graded Satisfactory/Unsatisfactory. P. Scott Scholar; Instructor Consent.

BUS 114. Scott Scholars Foundational Sequence. 0 credits.
Scott Scholars course. Graded Satisfactory/Unsatisfactory. P. Scott Scholar; IC.

BUS 115. Scott Scholars Foundational Sequence. 0 credits.
Scott Scholars course. Graded Satisfactory/Unsatisfactory. P. Scott Scholar; Instructor consent.

BUS 173. Commercial Republic: Catholic Social Teaching and Philosophy, Politics and Economics Conversation. 3 credits. SP
This course explores Catholic social teaching with respect to the two main politico-economic narratives of modernity: the Lockean liberty and the Rousseauist equality narratives. Students will study contemporary public policy debates, analyzing them through Lockean, Rousseauist, and Catholic social teaching lenses. CO: COM 101.

BUS 266. Business Externship. 1 credit. FA, SP, SU
This course is designed to give academic credit to students acquiring practical knowledge by working in business prior to qualifying for the junior-level 366 internship-for-credit. Students should work a minimum of 50 hours. This course counts toward non-restricted elective credit only; it cannot be used for business elective or major elective credit. The course is not available to those students who have completed a 366 course in the Heider College. The class may be repeated up to 4 times only. Graded Satisfactory/Unsatisfactory. P. Sophomore standing and instructor consent.

BUS 303. Achieving Financial Independence After College. 2 credits. FA, SP
Course provides an overview of basic financial literacy topics, including but not limited to budgeting, saving, investing, debt management, insurance, taxes, employment benefits and retirement planning all from the point of view of a young graduate entering the workforce. P. Junior standing.

BUS 321. Mock Trial Lecture. 2 credits. FA
Exploration and analysis of the presentation of a Mock Trial. Course content changes from year to year. In even-numbered years, the cases presented are civil cases. In odd-numbered years, the cases presented are criminal cases. Some travel required. This course cannot be repeated.

BUS 322. Mock Trial Practicum. 1 credit. SP
Limited to students who want to develop a more in-depth knowledge of Mock Trial beyond the first course. Some travel required. P. BUS 321 or Instructor Consent.

BUS 356. Business Ethics. 3 credits. FA, SP
Study of the principles and practice of good moral behavior by the business community. Lectures may be supplemented by case discussion, community service, and other experiential activities that directly involve students in ethical and socially responsible behavior. P. Critical Issues in Human Inquiry course; PHL 270 or PHL 272; junior standing.

BUS 366. Business Internship. 3 credits. FA, SP, SU
This course is designed to give credit to students for major- related significant practical experience working in entrepreneurial businesses or nonprofits. The internship should allow the students to apply concepts and technical skills learned in the classroom to a real work setting. Students must work 150 hours during a semester; write a final paper describing the learning value of their internships; and participate in an end-of-semester synthesis session. The student's internship employment must be secured before registering for the class. The course is graded satisfactory/unsatisfactory and only 3 hours of internship credit may be used to satisfy graduation requirements.. P. Sophomore standing; Heider Collage of Business students only; IC.

BUS 435. iJay Practicum I. 3 credits. FA, SP
In partnership with the iJay Store, an Apple Authorized Campus Store, the iJay Practicum offers students hands-on experience in the process of managing a retail operation. Students will be immersed in not only store operations, but also managerial decision-making at strategic and functional levels. A two-semester sequence.. P. Heider College of Business students; Sophomore standing; Instructor consent.

BUS 436. iJay Practicum II. 3 credits. FA, SP
Continuation of BUS 435. P. BUS 435; Instructor consent.

BUS 471. Strategic Management. 3 credits. FA, SP
Strategic Management is a discipline that studies the variability of performance across organizations. Students will be exposed to the theories and models of both Competitive Strategy and Corporate Strategy. The course utilizes the case method of teaching to expose students to historical business scenarios that highlight the complexity of strategic decision making across multiple industries and countries. Class discussion, writing assignments, and presentations are used to promote critical thinking in the analysis of case details and the application of theoretical frameworks. As the capstone of the BSBA degree, the course requires students to apply all their acquired disciplinary knowledge in conjunction with the theories of strategic management to craft strategies that create sustained competitive advantage for organizations. P. Critical Issues in Human Inquiry; FIN 301; MKT 319; BUS 356; MGT 301 or MGT 371; Senior standing.

BUS 479. Seminar in Business. 1-3 credits. FA, SP
Exploration and analysis of selected problems, topics, and issues in today's business environment. Course content changes from semester to semester. This course is repeatable as long as topic differs (12 credits). P. Junior standing.

BUS 491. The Business World: A Campus and Travel Course. 3 credits. OD
This course is designed to provide a capstone travel experience in which 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. Note: A student in the Heider College of Business may only count up to six credit hours of travel courses toward their 128 credit hour program of study. P. Instructor consent.

BUS 492. The Business World: An International Travel Course. 3 credits. OD
This international travel course is designed to provide an opportunity to explore business practices and culture in a foreign country. The overall aim is to complement a student's campus-based study of business concepts, processes, activities, and organizations. The course typically includes on campus meetings prior to and after the travel portion of the course. The travel portion of the course involves one to two weeks of travel for on-site visits to a variety of local destinations that represent the country's business practices and culture. Note: A student in the Heider College of Business may only count up to six credit hours of travel courses toward their 128 credit hour program of study. P. Instructor Consent.

BUS 493. Directed Independent Readings. 1-3 credits. OD
Limited to students who want to develop a more in-depth knowledge of a subject beyond the regular course coverage and who have a QPA of 3.0 or better. P. Senior standing; department consent and Dean's approval. May be repeated for a limit of six credit hours.

BUS 497. Directed Independent Research. 1-3 credits. OD
Supervised independent research on topics beyond the regular course coverage. Course is limited to students who have a QPA of 3.0 or better. P. Senior standing; department consent and Dean's approval.

BUS 556. Business, Faith, and the Common Good. 3 credits.
Course helps students learn more about how business, faith, and the common good are interrelated. We look carefully at some of the well developed Catholic Social Thought writings devoted to faith and business, but we also consider Calvinist, Lutheran, Jewish, and other perspectives. Unique to this class is the fact that we bring in people from across the country to speak to interact with our seminar. P. Junior standing.

ECO 173. Markets, Government, and Social Justice. 3 credits.
This course explores the basics of economic exchange and efficiency for non-business majors with a focus on standard micro-economics models and their application to contemporary real-world problems. Market outcomes as well as government intervention are evaluated as to their efficiency, social welfare implications, as well as social justice concerns. Satisfies Magis Core: Critical Issues in Human Inquiry. CO: COM 101.

ECO 203. Introductory Microeconomics. 3 credits. FA, SP, SU
Nature of economics and the economic problem. Principles and problems of resource allocation and income distribution in a market economy with special reference to the American economic system; basic microeconomics of the household, firm and product and factor markets.

ECO 205. Introductory Macroeconomics. 3 credits. FA, SP, SU
Microeconomics versus macroeconomics; major macroeconomic problems in an open economy. Measurement, analysis, and control of the overall levels of income, production, employment, and prices with a focus on the modern U.S. economy; monetary, fiscal and related policies for economic growth and stability. P. ECO 203.

ECO 303. Intermediate Microeconomics. 3 credits. FA, SP
Advanced analysis of resource allocation and income distribution. The individual household and market demand; market supply and production/cost relationships. Price and output decisions of firms in different types of market structures; factor market relationships. General equilibrium analysis and welfare economics. P. ECO 205; MTH 141 or MTH 245 or MTH 231.

ECO 305. Intermediate Macroeconomics. 3 credits. SP
Advanced analysis of the measurement, determination, and control of national income and product and the aggregate levels of employment and prices; problems of, and policies for, economic growth and stability. P. ECO 205; MTH 141 or MTH 245 or MTH 231.

ECO 315. Money and the Financial System. 3 credits. FA
Analysis of the functions of money; U.S. monetary and banking system and the role of financial markets; monetary policy, price level, interest rates, national income, and international finance. P. ECO 205.

ECO 318. Economics of Public Finance. 3 credits. SP
Theoretical and applied aspects of public budgetary management. Students learn the economic theories and economic tools used to analyze government budgets, expenditures, and taxation. Course also includes discussions of public policy issues from both a theoretical and pragmatic perspective. P. ECO 205.

ECO 328. Public Choice. 3 credits. SP
Application of economic analysis to politics with a focus on theoretical models and empirical analysis of voting and election systems, the rent seeking society, the legislative and executive branches of government, as well as bureaucratic agencies. The course concludes with an exploration of constitutional political economy models synthesizing public choice insights into a prescriptive institutional reform proposal. P. ECO 205.

ECO 333. Economics of Sports. 3 credits. SP
Economic analysis of the sports industry and its applications. Topics include industrial organization of sports, the public finance of sports, the labor economics of sports, and selected special topics such as the NCAA. P. ECO 205.

ECO 353. Environmental Economics. 3 credits. SP (Same as EVS 353)
The application of economic analysis to environmental issues. Emphasis on global environmental problems and policies and environmental problems and policies that are common to all nations. P. Junior standing.

ECO 366. Economics Internship. 3 credits. FA, SP, SU
This course is designed to award credit to students for major-related significant practical business experience. A qualifying internship should allow students to apply higher-level concepts and technical skills learned in the classroom to real work settings, and must be secured before a student registers for the class. Students must work 150 hours during a semester and complete all online course requirements, including readings, discussions, a performance evaluation from their supervisor and a paper that reflects upon their achievements. The course is graded on a satisfactory/unsatisfactory basis and only 3 hours of internship credit may be used to satisfy graduation requirements. P. ECO 205; Sophomore standing; Economics majors only; IC.

ECO 408. Current Issues in Social Economics and Political Economy. 3 credits. OD
Selective examination of current socioeconomic problems confronting both developed and developing countries and the world at large in light of the major politico-economic philosophies of the day. P. ECO 205; junior standing.

ECO 413. Market Power and Antitrust Policy. 3 credits. OD
Study of the economic and legal forces affecting the evolution and performance of large firms in concentrated markets in the United States. Focus on the structure, conduct, and performance of concentrated industries and the role of the antitrust laws in regulating behavior in these industries. P. ECO 205; junior standing.

ECO 418. Econometrics. 3 credits. FA, SP
Application of economics, mathematics, and statistics to the quantification of economic relationships. Intensive use of computer. Satisfies Magis Core Doing Social Science. P. Junior standing; ECO 205; BIA 261 or PLS 310 or equivalent; Mathematical Reasoning course; Understanding Social Science course.

ECO 423. Transportation Economics and Policy. 3 credits. OD
Relationship of transportation to the national economy and to the business sector. Focus on principles of transportation economics, government regulation, passenger and freight transport, and such urban policy issues as energy and environment. P. ECO 205; junior standing.

ECO 433. Regional Economic Analysis. 3 credits. OD
Examination of regional economic problems and solutions as they relate to public policy initiatives. Course consists of theory development and empirical testing with statistical models. Emphasis on the use of the most recent advancements in computer hardware and software. P. ECO 205 or BIA 261.

ECO 443. Labor Economics. 3 credits. OD
The study of labor market theory and policy. The relevant theoretical analysis of labor demand and supply. Analysis of current labor market policies and institutions including discrimination, unemployment, immigration, minimum wages, and unions. P. ECO 205; junior standing.

ECO 479. Seminar in Economics. 3 credits. OD
Exploration and analysis of selected problems, topics, and issues in today's economic environment. Course content changes from semester to semester. This course is repeatable as long as topic differs (12 credits). P. Junior standing.

ECO 492. Practicum in International Development. 3 credits. FA (Same as BIA 492, ENT 492)
This interdisciplinary, service-learning course focuses on the deployment of educational technology and the development of entrepreneurial projects with a variety of partners in less economically developed countries. Students will enhance discipline-specific knowledge through their engagement with interdisciplinary teams and will travel to multiple sites in the country to train teachers on the use of educational technology and develop entrepreneurial projects with community leaders. Students will also examine the cultural and economic realities of life in rural areas of the country and utilize feedback, dialogue, and surveys from community visits to promote both a reflection on the experience, and a proposal of projects for future Practicum participants. P. BIA 253; Junior standing.

ECO 493. Directed Independent Readings. 1-3 credits. OD
Directed readings course investigating theory and problems in the field of economics. Limited to students who want to develop a more in-depth knowledge of a subject beyond the regular course coverage and who have a QPA of 3.0 or better. May be repeated for credit to a limit of six hours. P. Senior standing; department consent and Dean's approval.

ECO 497. Directed Independent Research. 1-3 credits. OD
Supervised independent research on topics in theoretical/applied economics. Limited to students who want to develop a more in-depth knowledge of a subject beyond the regular course coverage and who have a QPA of 3.0 or better. May be repeated for credit to a limit of six hours. P. Senior standing; department consent and Dean's approval.

ECO 508. History of Political Economy. 3 credits. FA, SP
This course explores the evolution of economic thought through an understanding and comparison of economic theorists and scholars throughout history. The course critically examines the impact of changing social, political and economic conditions on the evolution of economic thought. P. ECO 303 or ECO 305 or equivalent for graduate students.

ECO 513. Health Economics. 3 credits. OD
Economic concepts and their application to the health services industry. Addresses demand, supply, distribution, utilization of resources, market theory and analytic techniques including cost-benefit and cost-effectiveness analysis. P. Junior standing; ECO 205 or equivalent for graduate students.

ECO 515. Business Forecasting. 3 credits.
This course provides students with a background in programmatically analyzing data to create forecasts in a business setting. Students will learn a statistical programming language as well as smoothing, regression, and time-series techniques to create forecasts for business and economic variables and an evaluation of these techniques. Students will learn to navigate the acquisition of data from large databases and automate the reporting of results. P. BIA 261 and Jr. standing.

ECO 518. Comparative Economic Systems. 3 credits. OD
Analysis of modern variants of capitalism and socialism in light of the basic problems and principles applicable to all social economies. P. ECO 205 or equivalent for graduate students.

ECO 528. International Economic Development. 3 credits. SP
Contemporary theories of economic development and their relationship to areas of income distribution, population growth, urbanization, and economic growth in low- and middle-income countries. P. ECO 205 or equivalent for graduate students.

ECO 538. International Economics. 3 credits. FA
Basic theory of inter-regional and international trade; analysis of the international economy, including the institutions, procedures and policies of world trade and finance. Fulfills the College of Business requirements for an international course. P. ECO 205 or equivalent for graduate students.

ENT 311. Innovation and Creativity. 3 credits. FA, SP
An outcome-based course in which participants learn to recognize, analyze, and support the key determinants of individual and group creativity and innovation within a social venture context. Social innovation refers to new strategies, concepts, ideas and organizations that meet social needs of all kinds—from working conditions and education to community development and health—and that extend and strengthen civil society. By examining theoretical models and contemporary articles and cases on innovation within a social entrepreneurship framework, the course seeks to help students develop creative business options for organizing and implementing solutions to difficult problems facing the world. This course begins the social and general entrepreneurship major and concentration sequence. P. Completion of at least 45 hours of college credit.

ENT 366. Entrepreneurship Internship. 3 credits. FA, SP
This course is designed to give credit to students for major- related significant practical experience working in entrepreneurial businesses or nonprofits. The internship should allow the students to apply concepts and technical skills learned in the classroom to a real work setting. Students must work 150 hours during a semester; write a final paper describing the learning value of their internships; and participate in an end-of-semester synthesis session. The student's internship employment must be secured before registering for the class. The course is graded satisfactory/unsatisfactory and only 3 hours of internship credit may be used to satisfy graduation requirements. P. ENT 311; Sophomore standing; MGT: Entrepreneurship majors only; IC.

ENT 411. The Entrepreneurial Toolkit. 3 credits. FA, SP
Entrepreneurship is an ever-present driving force that impacts enterprise at every level. In this course, students will be exposed to the tools needed to harness the entrepreneurial spirit and apply it in tangible and meaningful ways. The motivation and insight needed to bring a new business to market is a starting point. To manage, grow and maximize a venture requires a diverse set of tools that can be honed and internalized to improve the probabilities of success. The course utilizes multiple methods to expose students to historical and contemporary business scenarios while testing the fundamental skills needed to assess opportunities and mitigate threats. Case studies, interactive exercises, online and in-class discussions, creative assessments and exposure to proven entrepreneurs will provide students with the entrepreneurial toolkit needed to be successful. P. ENT 311.

ENT 451. Vocation of the Business Leader. 3 credits. SP
What does it mean to embrace the role of a business leader as a vocation? This course examines the answer to that question at length and in depth. Questions examined include: How should leaders lead and communicate for organizations in which social mission is a fundamental component? How should we view acquisition and execution of power where one's leadership role is embraced as vocation? What principles and values guide a company where business is positioned as a source of hope? What questions should leaders ask themselves to better understand the extent to which their organization is truly contributing to the common good? How can we use these principles to evaluate current organizations positioned on faith and social responsibility to assess the true effectiveness of their contribution to the common good of society? P. Senior standing.

ENT 473. Venture Creation and Development. 3 credits. SP
An experiential course on venture creation and entrepreneurship in which participants learn the following tools: opportunity/idea modeling, strategic pivoting, dynamic landscaping, tribe organizational structures, and pitch development. These cutting edge tools build the framework for robust and innovative entrepreneurial/intrapreneurial ventures for any ecosystem. This course caps all entrepreneurship major and minor concentration sequences. P. ENT 311; ENT 411; MKT 319; Senior standing.

ENT 475. Entrepreneurship Incubator. 3 credits. OD
This course allows students who have completed ENT 473 (Venture Creation and Development) to implement the plans devised in either ENT 473 or working in conjunction with a local social business venture, either for-profit or not-for-profit. Students develop an organization or will work with an existing organization to deliver the products or services spelled out in their plan. Students taking this course will be required to obtain any funding that is required to carry out their proposed projects. P. ENT 473; instructor consent.

ENT 479. Seminar in Entrepreneurship. 3 credits. FA, SP
Exploration and analysis of selected problems, topics and issues in today's entrepreneurial environment. Course content changes from semester to semester. This course is repeatable as long as topic differs.

ENT 491. The Entrepreneurship World: A Campus and Travel Course. 3 credits. OD
This course is designed to provide a capstone travel experience in which students make on-site visits to a variety of organizations known for their business leadership and innovative practice in the field of entrepreneurship. The overall aim is to complement a student's campus-based study of entrepreneurship concepts, processes, and activities - as well as exemplar 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. Note: A student in the Heider College of Business may only count up to six credit hours of travel toward their 128 credit hour program of study. P. Instructor consent.

ENT 492. Practicum in International Development. 3 credits. FA (Same as BIA 492, ECO 492)
This interdisciplinary, service-learning course focuses on the deployment of educational technology and the development of entrepreneurial projects with a variety of partners in less economically developed countries. Students will enhance discipline-specific knowledge through their engagement with interdisciplinary teams and will travel to multiple sites in the country to train teachers on the use of educational technology and develop entrepreneurial projects with community leaders. Students will also examine the cultural and economic realities of life in rural areas of the country and utilize feedback, dialogue, and surveys from community visits to promote both a reflection on the experience, and a proposal of projects for future Practicum participants. P. BIA 253; Junior standing.

ENT 497. Directed Independent Research. 1-3 credits. FA, SP
Supervised independent research on topics beyond the regular course coverage. Course is limited to students who have a GPA of 3.0 or better. May be repeated for credit to a limit of six hours. P. Senior standing; department consent, and Dean's approval.

ENT 511. Finance for Entrepreneurial Ventures. 3 credits. FA, SP
Entrepreneurship is an ever-present driving force that impacts enterprise at every level. In this course, students will be exposed to the tools needed to harness the entrepreneurial spirit and apply it in tangible and meaningful ways. The motivation and insight needed to bring a new business to market is a starting point. To manage, grow and maximize a venture requires a diverse set of tools that can be honed and internalized to improve the probabilities of success. The course utilizes multiple methods to expose students to historical and contemporary business scenarios while testing the fundamental skills needed to assess opportunities and mitigate threats. Case studies, interactive exercises, online and in-class discussions, creative assessments and exposure to proven entrepreneurs will provide students with the entrepreneurial toolkit needed to be successful. P. Instructor consent.

ENT 551. Sustainable Enterprise and Social Entrepreneurship. 3 credits. FA
The pervasiveness of business claims about being “green” and increased societal expectations for businesses to be “responsible” have brought sustainability into the mainstream. Companies desiring competitive advantage and leadership have embraced sustainability as an integral component of their strategy. At the same time, recognizing the capabilities of business, “social entrepreneurs” are moving to address problems previously assumed to be the responsibility of governments. Available to graduate and undergraduate students, this course will examine what it means to be “sustainable” and what strategies corporations employ in support of their sustainability mission. (Students taking the course for graduate credit are typically required to complete additional work beyond the requirements for undergraduate credit.) Additionally, the course will explore corporations’ efforts to expand their markets to include the “base of the pyramid” as well as examples of social entrepreneurship ventures which aim to promote social welfare. P. Junior standing, or IC.

ENT 555. Renewable Energy Strategy. 3 credits. OD
Over the last decade, investment in renewable energy technologies and business ventures has increased markedly; spurred on mostly by rising energy costs and concerns regarding future carbon regulations. Available to graduate and undergraduate students, this course is designed to provide future managers with the skills to apply the tools of strategic management to the unique business challenges of the growing renewable energy sector. (Students taking the course for graduate credit are typically required to complete additional work beyond the requirements for undergraduate credit.) The case based teaching method will be utilized in the course. By examining real world examples of firms engaged in renewable energy business models, students will learn to identify where strategic management tools remain relevant and where these additional factors require an adaptation of traditional strategic thinking. P. Junior standing and Heider College of Business students, or instructor consent.

ENT 573. Venture Creation and Development. 3 credits. SP
Available to graduate and undergraduate students, this is an experiential course on venture creation and entrepreneurship in which participants learn the following tools: opportunity/idea modeling, strategic pivoting, dynamic landscaping, tribe organizational structures, and pitch development. (Students taking the course for graduate credit are typically required to complete additional work beyond the requirements for undergraduate credit.) These cutting edge tools build the framework for robust and innovative entrepreneurial/intrapreneurial ventures for any ecosystem. P. instructor consent.

FIN 301. Managerial Finance. 3 credits. FA, SP, SU
Basic principles and techniques of financial management, including investment, financing, and working capital decisions. Emphasis on time value of money. Presentation of current theory and modern techniques. P. ECO 203; MTH 161; P or CO: ACC 201.

FIN 308. Investment Banking. 3 credits. FA
This course introduces students to the field of investment banking. Students will learn to build the models and perform the analyses commonly used in investment banking, including discounted cash flow valuation and analysis, comparable company valuation and analysis, precedent transaction analysis, and restructuring and leveraged buyout analysis. There will be a significant application of Excel in model building. Students will also learn about the investment banking interview process and how to pursue internships and jobs in the field of investment banking. P. FIN 301.

FIN 325. Investment Analysis. 3 credits. FA, SP, SU
Basic principles and techniques of investment analysis and management. Concepts of risk and return are applied to a variety of financial instruments including stocks, bonds and derivatives. Modern portfolio theory and valuation techniques are emphasized. P. FIN 301.

FIN 331. Real Estate Principles and Practices. 3 credits. FA, SP
Study of basic real estate principles, including the nature of real estate markets, the financing of real estate investments, principles of mortgage financing, real estate law, and real estate management. Students will broaden their understanding of how the history of the real estate industry and how the regulatory environment of the industry have shaped the physical world they live in. P. Completion of 45 credit hours.

FIN 340. Principles of Insurance. 3 credits. FA, SP
Survey course that provides students with the fundamental knowledge and understanding of the many forms of social, government and private insurance. Students will learn about the basics of insurance contracts and the many forms of insurance policies. Students also gain an understanding of insurance regulation, as well as the functional operating areas of an insurance company. P. Completion of 45 credit hours.

FIN 343. Social Insurance and Economic Security. 3 credits. OD
Analysis of fundamental risks and available public and private measures against economic insecurity. Social security, workers' compensation, unemployment compensation, and public assistance will be explored in detail. P. Junior standing.

FIN 350. Financial Statement Analysis. 3 credits. FA, SP
This course emphasizes the fundamental techniques of financial statement analysis from both an investor equity and creditor viewpoint. The course builds upon a review of accounting and finance concepts, covering the interpretation, adjustments and analysis of financial accounting information, including the balance sheet, income statement and statements of cash flows. It also examines the use of accounting information for investment and credit decisions. P. ACC 202, FIN 301.

FIN 353. Personal Financial Planning for Financial Planners. 3 credits. FA, SP, SU
This course provides a broad overview of all financial planning areas, including risk management, employee benefits, estate, retirement and taxation. It also covers the personal financial planning process, ethics, and standards of professional conduct. It is designed for students interested in becoming financial planners or advisors, but is also appropriate for students with a strong interest this area. P. Completion of 45 credit hours.

FIN 355. Foundations of FinTech. 3 credits. FA, SP
This course sets the stage for understanding the FinTech landscape and ecosystem. FinTech refers to financial sector innovations involving technology-enabled business models that can facilitate disintermediation. Students will learn about the emergence of new business models in various areas of payments, banking, insurance and wealth management. Other topics covered include the core technologies driving FinTech, including cryptocurrencies, Blockchain, smart contracts, artificial intelligence (AI) and Big Data. Finally, students will learn about technological advances in data and analytics that are enabling these innovations. P. FIN 301.

FIN 361. Financial Institutions Management. 3 credits. FA, SP
Analysis of the principles underlying decision-making in the administration of financial institutions, including banks and insurance companies, loan and investment portfolio problems and policies; pricing, underwriting, adjusting, and agency management. P. FIN 301.

FIN 366. Finance Internship. 3 credits. FA, SP, SU
This course is designed to award credit to students for major-related significant practical business experience. A qualifying internship should allow students to apply higher-level concepts and technical skills learned in the classroom to real work settings, and must be secured before a student registers for the class. Students must work 150 hours during a semester and complete all online course requirements, including readings, discussions, a performance evaluation from their supervisor and a paper that reflects upon their achievements. The course is graded on a satisfactory/unsatisfactory basis and only 3 hours of internship credit may be used to satisfy graduation requirements. P. FIN 301; Sophomore standing; Finance or Finance & Technology majors only; IC.

FIN 401. Advanced Managerial Finance. 3 credits. FA, SP
This course builds upon tools and techniques developed in earlier finance courses to examine corporate financial decisions including capital budgeting, payout policy, and capital structure. Emphasis on the application of theory using case analysis. P. FIN 325.

FIN 425. Security Analysis and Portfolio Management. 3 credits. FA, SP
Analytical evaluation of the investment process emphasizing modern portfolio theory, equilibrium in the capital markets, option pricing theory, and evaluation of portfolio performance. P. FIN 325.

FIN 433. Real Estate Finance. 3 credits. OD
Introduction to the basic practices of real estate finance. Emphasis on mortgage and residential financing along with the analysis of income-producing properties. P. FIN 301 or department consent.

FIN 435. Portfolio Practicum I. 3 credits. FA
A two-semester sequence. Offers practical experience in investments by managing financial assets. Focus on economic and industry analysis and the determination of their effect on investment decisions; money and capital market forecasts; selection of individual securities; and the development of a portfolio strategy. P. FIN 325; senior standing; department consent.

FIN 436. Portfolio Practicum II. 3 credits. SP
Continuation of FIN 435. P. FIN 435; department consent.

FIN 458. Cases in Financial Planning. 3 credits. SP
This course examines professional issues in financial planning, including ethical considerations, regulation and certification requirements, written communication skills, professional responsibility, and client-centered financial behavior issues. Students are expected to utilize skills obtained in previous financial planning curriculum courses and personal work experiences, in the completion of comprehensive cases, mini-cases, and analytical calculations. P. FIN 325, FIN 340, and FIN 511.

FIN 479. Seminar in Finance. 3 credits. FA, SP
Exploration and analysis of selected problems, topics, and issues in today's financial environment. Course content changes from semester to semester. This course is repeatable as long as topic differs (12 credits). P. Junior standing.

FIN 488. CFA Level I Review. 3 credits. SP
The course is focused on preparing students to take the Level I CFA. Topics include a review of economics, financial statement analysis, corporate finance, statistics and others but also introduces students to new topic areas not previously studied. Each of the topic areas is covered in a highly accelerated manner. Topics change each year as the CFA curriculum changes. The course is only open to students who have registered for the CFA Level I exam. P. Senior standing; FIN 325; FIN 350; IC; Must be registered for a CFA Level I exam.

FIN 491. The Financial World: A Campus and Travel Course. 3 credits. W
Course designed to provide students with on-site understanding of financial processes to complement campus-based study of the same topics. Includes up to 20 hours of on-campus study prior to the travel portion of the course which will comprise up to 30 hours of study with experts in the field. Various destinations. P. Senior standing; completion of at least 6 credit hours of Group VI courses required for a finance major.

FIN 493. Directed Independent Readings. 1-3 credits. OD
Directed readings course investigating current developments in theory and problems in the field of finance. Limited to students who want to develop a more in-depth knowledge of a subject beyond the regular course coverage and who have a QPA of 3.0 or better. May be repeated for credit to a limit of six hours. P. Senior standing; department consent and Dean's approval.

FIN 497. Directed Independent Research. 1-3 credits. OD
Supervised independent research on topics beyond the regular course coverage. Course is limited to students who have a QPA or 3.0 or better. May be repeated for credit to a limit of six hours. P. Senior standing; department consent and Dean's approval.

FIN 505. Financial Modeling. 3 credits. FA, SP
The course is designed to help students learn how to use spreadsheets (Microsoft® Excel) to solve a variety of financial problems. The course is relatively 'hands-on' and will help students develop skills useful in a variety of jobs in finance, accounting, insurance, real estate and management. After completing this course, students should be able to use Excel to solve a range of common problems in investments, small business finance, and corporate finance. P. FIN 301; Junior standing.

FIN 511. Retirement Planning and Employee Benefits. 3 credits. FA
This course focuses on retirement preparation. It includes the importance of retirement planning; an evaluation of the client's needs; an understanding of Social Security and Medicare; and qualified and non-qualified retirement plans. P. FIN 340 and FIN 353 or department consent.

FIN 512. Estate Planning and Taxation. 3 credits. SP
This course focuses on the efficient management and transfer of wealth, consistent with the client's goals. It is a study of the legal, tax, financial and non-financial aspects of this process, covering topics such as trusts, wills, probate advanced directives, charitable giving, wealth transfers and related taxes. P. FIN 353 or department consent.

FIN 513. Life Insurance Financial Planning. 3 credits. OD
This class will focus on understanding of Individual Life Insurance as a key cornerstone of the financial planning and risk management processes. This course will examine life insurance from several perspectives including insurance principles, product forms, and standard policy characteristics. This course will also cover basic concepts of personal risk management and insurance planning considerations related to the unique variations of different product designs. Examines different forms of risk-based perspectives including underwriting classifications, reinsurance, and underlying company investment and reserving issues. Concludes life insurance marketing, and understanding life insurance company accounting, financial statements and rating systems. This course covers the materials required for educational credit towards the CLU professional designation. P. Junior standing; ECO 203, FIN 340, or department consent; elementary level skills in Microsoft Office Suite.

FIN 514. Planning for Business and Professionals. 3 credits. OD
This class will focus on understanding the risk management issues related to the different forms of business ownership and the associated planning considerations of each. This course will cover basic concepts of risk management and insurance planning considerations related to the unique variations of different business forms and the professionals who are responsible for business management decisions. Examines different forms of business from various risk based perspectives, issues related to business continuation, and buy-sell agreements. Explores planning for business liquidation, stock redemption and disposition of business interests among partners or groups. Concludes with planning and risk management decisions associated with death and disability of owners and/or key employees, keeping businesses within families, and managing risks within closely held businesses. This course covers the materials required for educational credit towards the CLU professional designation. P. Junior standing; ECO 203, FIN 301, FIN 513, or department consent; elementary level skills in Microsoft Office Suite.

FIN 558. International Financial Management. 3 credits. SP, SU
An overview of the financial issues involved in international business. Focus on the environment of international financial management, foreign exchange risk management, multinational working capital management, foreign investment analysis, financing foreign operations and international banking. P. BIA 261, FIN 301, Junior Standing.

FRS 112. Freshman Seminar For Business Administration Students. 1 credit.
Freshman Seminar is a semester-long course which meets once a week to explore the nature of life in the University setting, specific areas within each school or college, and survival skills for the academic arena. It facilitates student/faculty interaction and involves in-depth personal and academic advising, as well as an introduction to the variety of Creighton curricular and extracurricular opportunities.

FRS 212. Freshman Seminar Leadership For Business Administration Students. 1 credit.
Following a month of training in the prior spring semester, the student Freshman Seminar leader assists a faculty adviser in the direction of a Freshman Seminar Section. The student leader joins with the faculty adviser in socializing new freshmen to the academic environment through mentoring, modeling, and problem-solving. P. Approval of Program Director.

MGT 271. Organizational Behavior. 3 credits. FA, SP, SU
Organizational behavior examines human behavior in work settings and the impact of both group and individual factors on that behavior. This course introduces students to the relevant topics of the field and how these topics influence job performance and work attitudes. Students will explore the topics addressing the management of individuals, the management of teams and groups, and the management of organizations. Specific topics may include the study of managerial decision-making, employee motivation, organizational politics, organizational culture and organizational design. P. Sophomore standing; PSY 201 strongly recommended.

MGT 301. Managerial Process And Organizational Behavior. 3 credits. FA, SP, SU
Introduces the principal duties of managers in modern organizations and the processes they use to promote employee satisfaction and performance. Students will explore the topics addressing the management of individuals, the management of teams and groups, and the management of organizations. Specific topics may include the study of leadership philosophies, organizational structure and design, managerial decision-making, employee motivation, managing group dynamics, team building, leadership, and communication. P. 45 credit hours completed; Contemporary Composition course.

MGT 315. Law for Business Leaders. 3 credits. FA, SP, SU
This course develops students' legal analytical skills in the context of business leadership. Students will gain an understanding of the American legal system and learn fundamental rules of business law, particularly of torts and contracts. Students will develop an appreciation of how law affects business decision-making, of competing policy concerns underlying the law, and how to apply business law skills to manage legal risks. P. Soph standing.

MGT 341. Advanced Organizational Behavior. 3 credits. OD
Development of an in-depth understanding of behavioral concepts, methods, and skills which underlie managerial competence in preventing and solving problems within and between individuals and groups. Theoretical review of motivation, group dynamics, leadership behaviors, and organizational change. Various laboratory exercises and cases are used to highlight the concepts and furnish practice in applying them to management problems. P. MGT 301 or MGT 271.

MGT 351. Human Resources Management. 3 credits. OD
Management's approach to and the principles for handling the human factor in an enterprise to maximize the productive efficiency of the firm through sound procurement, development, utilization, and maintenance of its human resources. Emphasis placed on human resources theory. Findings of the behavioral and social sciences as they relate to work are integrated with human resources philosophy, policy, and practice. P. MGT 271; junior standing.

MGT 365. Strategic Conflict Management. 3 credits. SP
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 professional and personal lives. P. Jr. standing.

MGT 366. Human Resources Internship. 3 credits. FA, SP, SU
This course is designed to give credit to students for major-related significant practical experience working in human resources in businesses or nonprofits. The internship should allow the students to apply concepts and technical skills learned in the classroom to a real work setting. Students must work 150 hours during a semester; write a final paper describing the learning value of their internships; and participate in an end-of-semester synthesis session. The student's internship employment must be secured before registering for the class. The course is graded satisfactory/unsatisfactory and only 3 hours of internship credit may be used to satisfy graduation requirements. P. MGT 351; Sophomore stranding; Management: Human Resources majors only; IC.

MGT 371. Leadership Skills. 3 credits. FA, SP
Leadership Skills provides students with the opportunity to learn and develop the knowledge, skills, and abilities necessary to manage effectively in dynamic workplaces. The course is designed so that students are able to actively engage in the development of their own personal skills and apply those skills to situations that may arise while managing others. Specific topics may include the challenges of management as it pertains to the following: groups and teams, conflict resolution, organizational change, diversity and inclusion, and cross cultural management. An emphasis will be placed on experiential learning and developing specific skills such as communicating effectively, providing and receiving feedback to and from others, and coaching/mentoring. P. Junior standing; COM 203; ENG 203; MGT 271.

MGT 373. International Management. 3 credits. SP
A global perspective of the practice of management. Topics include issues of social responsibility, corporate strategy, communication, and human resource management. P. MGT 301 or MGT 271.

MGT 415. Advanced Law for Business Leaders. 3 credits. SP
Building on the foundation of MGT 315, this course develops students' legal analytical skills in the context of business leadership. Students will learn about selected topics including: choosing a business entity, partnerships, life and death of a corporation, professional liability, employment law and employee rights, discrimination and diversity, advanced contracts, secured transactions, bankruptcy, real property, personal property, intellectual property protection, and wills and trusts. P. MGT 315, Jr. standing.

MGT 421. Recruitment and Selection. 3 credits. SP
This course is designed to provide an in-depth look at staffing and selection as a critical function of the human resources department in an organization. Students are introduced to the theory and methods for the recruitment and selection of employees. Specific topics may include equal employment opportunity, job analysis, job evaluation, and selection techniques with high levels of reliability and predictive validity. P. MGT 271 or MGT 301.

MGT 431. Training and Development. 3 credits. FA
This course is designed to provide students with an understanding of training, development, and organizational learning. In this course, students will learn how to conduct a needs assessment to determine training and development objectives, as well as how to design effective training and development programs using multiple methods to foster organizational learning. In addition, students learn to evaluate the effectiveness training and development programs. The course will also examine relevant topics of interest such as automation, technology, diversity, and career management. P. MGT 271 or MGT 301.

MGT 479. Seminar in Management. 3 credits. FA, SP
Exploration and analysis of selected problems and issues in today's business environment. Course content necessarily changes each semester as selected issues are discussed. This course is repeatable as long as topic differs (12 credits). P. MGT 271 or MGT 301.

MGT 491. The Management World: A Campus and Travel Course. 3 credits. OD
This course is designed to provide a capstone travel experience in which students make on-site visits to a variety of organizations known for their business leadership and innovative practice in the field of management. The overall aim is to complement a student's campus-based study of management 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. Note: A student in the Heider College of Business may only count up to six credit hours of travel courses toward their 128 credit hour program of study. P. Instructor consent.

MGT 493. Directed Independent Readings. 1-3 credits. OD
Limited to students who want to develop a more in-depth knowledge of a management subject beyond the regular course coverage and who have a QPA of 3.0 or better. P. Senior standing and Dean's approval.

MGT 497. Directed Independent Research. 1-3 credits. OD
Supervised independent research on topics beyond the regular course coverage. Course is limited to students who have a QPA or 3.0 or better. P. Senior standing; department consent and Dean's approval.

MKT 319. Principles of Marketing. 3 credits. FA, SP, SU
This course uses a managerial approach to present the fundamental concepts and principles associated with the discipline of marketing, with emphasis on understanding the marketing concept and appropriate marketing strategy. Topics include strategic planning, purchase behavior, marketing research, market segmentation, and traditional marketing mix elements (e.g., product, price, promotion, distribution). P. ECO 203 and 45 completed credit hours.

MKT 333. Consumer and Market Behavior. 3 credits. SP
Consumer behavior encapsulates everything from identifying consumers' wants and needs to understanding consumers' post-purchase evaluations. This course provides students with a working knowledge of the psychological, social, economic, and cultural factors that influence consumption related activities and markets. The course addresses key topics related to consumers, such as attitudes, motivation, emotions, health, materialism, culture, branding, persuasion, decision making, personality, satisfaction, and product adoption, among many others. Students will gain valuable experience applying the frameworks discussed in the course to better understand the underlying forces that shape consumer behavior, in order to plan and perform related marketing activities. P. MKT 319.

MKT 335. Sales Management. 3 credits. OD
Sales management is a fundamental aspect of business operations, focusing on the planning, implementation, and control of sales activities to achieve organizational goals. This course provides students with a comprehensive understanding of sales management principles, strategies, and techniques essential for success in today's competitive marketplace. P. MKT 319.

MKT 343. Marketing Research. 3 credits. FA
This course will provide students with the knowledge and tools for planning, collecting, and analyzing data relevant to understanding changes and opportunities in markets. The emphasis in this course is on marketing research as an aid to decision making. P. BIA 261, MKT 319.

MKT 353. Advertising and Promotion. 3 credits. FA
Marketing communications shape the way products, services, brands, and ideas are perceived by consumers. This course provides students with a working knowledge of the strategies, media choices, and creative tools used to execute modern advertising and promotional campaigns. The course addresses key topics and strategies related to advertising and promotion, such as branding, video media, print media, social media, digital marketing, influencer marketing, outdoor advertising, product placement, sales, and other emerging marketing practices. Students will gain valuable experience applying the strategies and tools discussed in the course to understand how to conceptualize and create more effective advertising and promotional materials. P. MKT 319.

MKT 355. Service and Experience Marketing. 3 credits. OD
The primary theme of the course is that service organizations (e.g., banks, educational institutions, hospitals, hotels, professional services, transportation companies) require a distinctive approach to marketing strategy, both in its development and execution. The second theme of the course focuses on the role of service in manufacturing businesses. This course will suggest ways that firms in the manufactured goods sector might use "service" as a primary source of competitive advantage.. P. MKT 319.

MKT 361. Marketing Analytics. 3 credits. FA, SP
In this course, students will study various tools for generating marketing insights from data in such areas as segmentation, targeting and positioning, customer lifetime analysis, customer choice, marketing resource allocation and optimization, text analysis, and search analytics. The course will provide hands-on applications of the methods taught in class and case studies that illustrate how these methods are applied in practice. P. BIA 261, MKT 319; Junior Standing.

MKT 363. Global Marketing. 3 credits. FA, SP
Strategic management of the firm's international marketing activities. Planning, organizing, and implementing international industrial and consumer goods marketing programs. Emphasis on the influence of environmental differences on marketing decisions in various countries. Lecture and case method utilized. P. MKT 319.

MKT 366. Marketing Internship. 3 credits. FA, SP, SU
This course is designed to award credit to students for major-related significant practical business experience. A qualifying internship should allow students to apply higher-level concepts and technical skills learned in the classroom to real work settings, and must be secured before a student registers for the class. Students must work 150 hours during a semester and complete all online course requirements, including readings, discussions, a performance evaluation from their supervisor and a paper that reflects upon their achievements. The course is graded on a satisfactory/unsatisfactory basis and only 3 hours of internship credit may be used to satisfy graduation requirements. P. MKT 319; Sophomore standing; Marketing majors only; IC.

MKT 377. Public Relations. 3 credits. FA
The day when an organization could control its environment are over, if they ever existed. While a firm may control what it says, it must actively manage the process that builds mutually beneficial relationships between organizations and their publics. This is called Public Relations. Students will understand in depth its many aspects: reputation management, crisis communication, and its role in sense-making in organizations. P. MKT 319.

MKT 433. Digital Marketing. 3 credits.
Digital platforms like websites, email, social, and search engines have expanded the ways that companies can communicate with their customers. While most people are initially attracted to digital because of the excitement of new media, digital is fundamentally changing the marketing function. At the heart of marketing lie the consumers and their marketing journey through the stages of awareness, intent, conversion, and retention. In this course, students will learn how digital has revolutionized the interactions between firms and consumers along this journey. Digital marketing offers powerful tools to reach consumers along the funnel: online display ads raise awareness, search engine reaches consumers with intent, website facilitates conversion, and lastly, social media and email marketing help retain customers. P. MKT 319.

MKT 435. Agency Practicum I. 3 credits. FA, SP
This course blends theory with practice in providing students with hands-on management of a marketing services agency. Students will solicit clients, develop and execute strategic plans and tactics, and bill for services. This is a two-semester sequence of two credits per semester. P. MKT 353, MKT 377, or MKT 433; Department consent.

MKT 436. Agency Practicum II. 3 credits. FA, SP
Continuation of MKT 435. P. MKT 435; Department consent.

MKT 453. Sports Marketing. 3 credits. FA
This course is designed to help students learn about marketing principles, strategic concepts, and tactical applications in a sports business context. A wide variety of settings and entities will be considered to allow students to investigate the marketing of sports (e.g., teams, athletes, organizations, facilities, events) and marketing through sports (e.g., sponsorship, endorsements). P. MKT 319.

MKT 473. Marketing Management: Policy and Strategy. 3 credits. SP
Formulation and application of marketing strategies and policies by the analysis and solution of industrial and consumer goods cases dealing with the market, product, channels, selling, legislation, and the total marketing program. P. FIN 301, MKT 333, MKT 343, MGT 371; senior standing; marketing majors only.

MKT 479. Seminar in Marketing. 3 credits. FA, SP
Exploration and analysis of selected problems, issues, and areas of development in today's marketing environment. Course content changes from semester to semester. This course is repeatable as long as topic differs (up to 12 credits). P. MGT 319.

MKT 491. The Marketing World: A Campus and Travel Course. 3 credits. OD
This major elective is designed to provide a capstone travel experience in which students make on-site visits to a variety of organizations known for their business leadership and innovative practice in the field of marketing. The overall aim is to complement a student's campus-based study of marketing 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. Note: A student in the Heider College of Business may only count up to six credit hours of travel courses toward their 128 credit hour program of study. P. Senior standing; Marketing majors only; instructor consent.

MKT 493. Directed Independent Readings. 1-3 credits. OD
Limited to students who want to develop in-depth knowledge of a marketing subject beyond regular course coverage or to investigate current developments in marketing theory and practice. Course is limited to students who have a GPA of 3.0 or better. P. MKT 333, MKT 343, Heider College of Business students only; senior standing; department consent or Dean's approval.

MKT 497. Directed Independent Research. 1-3 credits. OD
Supervised independent research on topics beyond the regular course coverage. Course is limited to students who have a QPA of 3.0 or better. P. MKT 333, MKT 343; Senior standing; department consent and Dean's approval.

NCR 212. Conflict Engagement and Negotiation. 3 credits.
Through this course students will gain an introductory understanding of conflict analysis and recognize a wide range of contexts in which conflict occurs. This course compares and contrasts the commonly encountered distributive bargaining style of negotiation and an integrative style of negotiation, which aspires to result in “win-win” resolutions. Students will become adept at applying the style most appropriate for the situation. The course will constantly shift students between both the theoretical and practical levels: Students will be introduced to state of the art theories of negotiation and they will implement these theories through interactive simulations and other forms of experiential learning. These two levels combined allow students to compare theory and practice as well as reflect on their own strengths and weaknesses as negotiators. P. Student in the College of Nursing.

RSP 101. An Introduction to the Culture of Collegiate Life. 0.5,1 credits. FA
This course introduces first-year students in the College of Arts and Sciences (CCAS) to life at Creighton University. In addition to the topics common to all 100-level RSP courses, students learn about the CCAS Ratio Studiorum, or plan of study, including the College's six learning objectives and degree requirements (major and minor). Assignments may include class discussion of a selected book that addresses aspects of self-exploration and self-discovery. The course is taught by a Faculty Preceptor, supported by a Decurion (a junior or senior personally invited by the Preceptor).

RSP 102. An Introduction to the Culture of College Life. 1 credit. FA
This course introduces first-year students in the College of Nursing to life at Creighton University. In addition to the topics common to all 100-level RSP courses, students learn about Nursing's Ratio Studiorum, or plan of study, including the College's Program Objectives and degree requirements. Assignments include class discussion of a selected book, read during the summer, that addresses aspects of self-exploration and self-discovery. The class is taught by a Faculty Preceptor, supported by a Decurion (usually a senior Nursing student personally invited by the Preceptor).

RSP 103. An Introduction to the Culture of Collegiate Life. 1 credit. FA
This course introduces first-year students in the Heider College of Business to life at Creighton University. In addition to the topics common to all 100-level RSP courses, students learn about the College's Ratio Studiorum, or plan of study, including the College's six learning objectives and degree requirements (major and minor). Course readings and class discussions focus on concepts of leadership and the College's leadership development program. The course is taught by a Faculty Preceptor, supported by a Decurion (an upperclassman personally invited by the Preceptor).

RSP 104. Introduction to the Culture of Collegiate Life. 0.5 credits. FA
This course introduces first-year students in the Honors Program of the College of Arts and Sciences to life at Creighton University. In addition to the topics common to all 100-level RSP courses, Honors students learn about the CCAS Ratio Studiorum, or plan of study, including the College's six learning objectives and degree requirements (major and Honors Program). Assignments may include class discussion of a selected book that addresses aspects of self-exploration and self-discovery. The course is taught by a Faculty Preceptor, supported by a Decurion (a junior or senior personally invited by the Preceptor).

RSP 105. Introduction to the Culture of Collegiate Life. 1 credit. FA, SP
This course introduces transfer students in the College of Arts and Sciences and Heider College of Business to life at Creighton University. In addition to the topics common to all 100-level RSP courses, transfer students learn about their respective College's Ratio Studiorum, or plan of study, including its learning objectives or goals and its degree requirements. Assignments may include class discussion of a selected book that addresses aspects of self-exploration and self-discovery. The course is taught by a Faculty Preceptor, supported by a Decurion (usually a former transfer student personally invited by the Preceptor).

RSP 110. Student Support Svcs Lab. 0 credits.
This non-credit lab serves as a co-curricular component for first-year students enrolled in the University's Student Support Services program. In conjunction with the students' RSP course, RSP 110 allows for further development of the non-cognitive skills necessary for the transition to college life.

All Undergraduate Courses - College of Nursing

NUR 125. Professional Concepts I. 1 credit. SP
NUR 125 Professional Concepts I introduces concepts central to the role of the baccalaureate-prepared registered nurse. The course incorporates information related to current nursing practice roles including those of nursing students, nursing specialties, advanced practice nursing, and interprofessional roles. Students will be introduced to professional practice standards and the essential competencies associated with professional nursing. Students engage in initial personal and professional profile development in this course.

NUR 170. Caring for Yourself and Your Community. 3 credits. FA, SP
This course introduces students to personal wellness and concepts of public health. It incorporates information about physical, mental, and social well-being and the impact this information has for personal wellness and wellness of the community. Students will explore their own identity, relationships, stress and wellness, goal setting, and decision making. CO: COM 101.

NUR 199. Directed Study in Nursing. 0-3 credits. FA, SP, SU
This course is offered for Accelerated and Traditional students experiencing a disruption in NUR course progression. This course prepares students to demonstrate the foundational knowledge and skills necessary to safely advance in the program following a disruption in progression (exceptions: NUR courses accepted for transient study including NUR 200 and NUR 223 for Traditional students). P. IC.

NUR 200. Statistical Reasoning. 3 credits. FA, SP
NUR 200 introduces nursing students to statistical reasoning using real data from healthcare related studies. The course will focus on the assumptions, and concepts behind common statistical techniques to give students a firm grasp of how and why statistics are used in healthcare. Each week will consist of both lecture and hands-on analysis using computer-based statistical tools. Satisfies Magis Designated Statistical Reasoning Course. P. One Magis Core Mathematical Reasoning course.

NUR 223. Nutrition. 2 credits. FA
NUR 223 provides an overview of the principles and science of nutrition from a personal, consumer, prevention and medical nutrition therapy standpoint. P. So stdg.

NUR 227. Self-Care for Health Care. 1 credit.
NUR 227 will focus on the development and implementation of key exercises/skills and tools that can be learned within a one hour per week format aimed at equipping nursing students with the ability to improve self-awareness, learn to self-regulate thoughts and emotions, reduce stress, promote resiliency, and appreciate the importance of positive psychology constructs including compassion, gratitude, and support. Participants will engage in in-class exercises, dialogue, watch videos and receive handouts to assist their practice. P. Soph, Jr. or Sr. Stdg and BSN or BSPMC student.

NUR 228. Lifespan Development. 3 credits. FA, SP
This course is a broad overview of normal human development from the prenatal stage through older adulthood. Emphasis will be placed on understanding the individual in the context of the psychological, social, behavioral, cultural and spiritual environment. P. PSY 201; And one of: SOC 101, ANT 111, ANT 112, or ANT 113. If the student wishes to enroll in NUR 228 for the Spring, he or she must have Instructor Consent.

NUR 229. Foundational Concepts in Nursing & Health Assessment. 3 credits. SP, SU
NUR 229 focuses on the knowledge, principles, and skills necessary to assess the physical, psychosocial, and functional status of clients at various stages of lifespan development using a concept-based approach. Foundational nursing and interprofessional concepts, principles, and skills that promote quality and safety outcomes in health care management are addressed. Emphasis is placed on the nurse's role in assessing, identifying, and describing expected findings and variances. Quality Safety Education for Nursing (QSEN), Interprofessional Education Collaborative (IPEC), Institute for Healthcare Improvement (IHI), and the Creighton Care Management Model are used to help students develop affective, cognitive, and psychomotor skills required to be effective members of the health care team. P. EXS 111, EXS 112, NUR 223, NUR 228, Department permission for summer; CO: NUR 230; P or CO: NUR 125.

NUR 230. Foundational Concepts in Nursing & Health Assessment Lab. 2 credits. SP, SU
NUR 230 Foundational Concepts & Health Assessment in Nursing Practicum provides opportunities for students to apply assessment, foundational nursing, and interprofessional concepts learned within co-requisite courses. Emphasis is placed on developing basic skills, techniques, and foundational nursing concepts necessary to conduct a comprehensive health assessment and provide safe, quality patient care. (60 lab hours). CO: NUR 229.

NUR 235. Foundations and Health Assessment Concepts. 2 credits. FA, SP
NUR 235 focuses on the knowledge, principles, and skills necessary to assess the physical, psychosocial, and functional status of clients at various stages of lifespan development using a concept-based approach. Foundational nursing and interprofessional concepts, principles, and skills that promote quality and safety outcomes in health care management are addressed. Emphasis is placed on the nurse's role in assessing, identifying, and describing expected findings and variances. Quality Safety Education for Nursing (QSEN), Interprofessional Education Collaborative (IPEC), Institute for Healthcare Improvement (IHI), and the Creighton Care Management Model are used to help students develop affective, cognitive, and psychomotor skills required to be effective members of the health care team. P. Admission to Accelerated Bachelor of Nursing program; Compliance Requirements completed; CO: NUR 236.

NUR 236. Foundations and Health Assessment Concepts Practicum. 1 credit. FA, SP
NUR 236 provides opportunities for students to apply assessment, foundational nursing, and interprofessional concepts learned within co-requisite courses. Emphasis is placed on developing basic skills, techniques, and foundational nursing concepts necessary to conduct a comprehensive health assessment and provide safe, quality patient care. (45 practicum hours). P. Admission to Accelerated Bachelor of Nursing program; Compliance Requirements completed; CO: NUR 235.

NUR 243. Care Management Concepts I. 5 credits. FA, SP
NUR 243 introduces the use of the CUCON Care Management Model in promoting, protecting, restoring and maintaining health. Emphasis is placed on fundamental concepts and exemplars related to actual and potential health alterations across the lifespan and with diverse populations. P. NUR 235, NUR 236, NUR 250, NUR 341; CO: NUR 244; P or CO: NUR 258.

NUR 244. Care Management Concepts Practicum I. 5 credits. FA, SP
NUR 244 provides students the opportunity to apply the CUCON Care Management Model in promoting, protecting, restoring and maintaining health. Focus is on diverse populations across the lifespan with actual and potential health alterations. Proficiency with fundamental care management skills and technologies is acquired. Learning experiences will take place in a variety of acute, transitional, rehabilitation, long-term, and community-based settings. 225 practicum hours. P. NUR 235, NUR 236, NUR 250, NUR 341; CO: NUR 243; P or CO: NUR 258.

NUR 250. Human Pathophysiology Concepts. 3 credits. FA, SP
NUR 250 provides an overview of pathophysiological concepts across the lifespan. The course will define fundamental concepts, identify principles of health alterations, and provide an overview of common pathologies as well as the pathophysiological alterations related to body systems. It is designed for students with limited or no clinical experience. P. Admission to Accelerated Bachelor of Science in Nursing program; Compliance requirements completed. P or CO: NUR 235, NUR 236.

NUR 252. Human Pathophysiology. 3 credits. SP, SU
NUR 252 provides an overview and analysis of foundational human pathophysiological concepts and common health alterations/exemplars that occur across the lifespan. This course expands on knowledge gained from microbiology, anatomy and physiology, and chemistry. It is designed for students with limited or no clinical experience. P. EXS 111, EXS 112, CHM 111 or CHM 203/CHM 204, and MIC 141. P or CO: CHM 112 and CHM 113 OR CHM 203 and CHM 204. Department permission required for summer enrollees and non-nursing majors.

NUR 258. Population-Based Health I. 1 credit. FA, SP
NUR 258 focuses on nursing care of individuals, families, aggregates, communities, and populations. Principles and practices of public health are discussed. Emphasis is placed on assessing factors that influence the health of populations and the use of evidence-based practices in the delivery of health promotion and disease prevention interventions for diverse populations. The role of the nurse as advocate for social justice is explored. P. NUR 235, NUR 236, NUR 250, NUR 341.

NUR 312. Evidence Based Practice I. 3 credits. FA, SU
NUR 312 addresses the development of beginning level skills in research utilization and critiquing health care research for purposes of quality and quality improvement. Emphasis is placed on clinical decision-making based on evidence exploration and integration of current scientific evidence, use of clinical reasoning, identification of client preferences, and assessment of available resources. Focus is placed on the analysis and synthesis of evidence to evaluate health care outcomes and answer a clinical question relevant to nursing practice and client-centered care. P. NUR 243, NUR 244; P or CO: NUR 323.

NUR 323. Professional Concepts I: Leadership. 2 credits. FA, SU
NUR 323 introduces concepts central to the role of the baccalaureate-prepared registered nurse. Students will learn about nursing scope and standards of practice, interprofessional practice, nursing specialties, and essential leadership competencies. The course emphasizes concepts foundational to resource allocation and utilization in managing the delivery of care, and integrates these concepts in the context of leadership roles in care management, clinical outcome improvement, and interprofessional collaboration. P. NUR 243, NUR 244; CO: NUR 312.

NUR 331. Nursing Pharmacology. 3 credits. FA, SU
NUR 331 provides students with a foundation of pharmacology. The course addresses pharmacodynamics and pharmacokinetic properties, therapeutic uses, adverse effects, contraindications, and basic nursing considerations for selected drug classifications. This course is designed for students with limited or no clinical experience. P or CO: NUR 252; Instructor consent for summer or Non-Nursing majors.

NUR 338. Population-Based Health II. 1 credit. SP, SU
NUR 338 Population-Based Health builds upon concepts from NUR 258 to integrate theory, knowledge, and skills from nursing, social sciences, and public health in meeting the health needs of individuals and families. Assessment skills are broadened to include families and communities using population-based, prevention-focused approaches. Emphasis is placed on understanding determinants of health, communicable disease and evidence-based practice from a population perspective. Health-related public policy, Public Health and healthcare systems are explored. P. NUR 243, NUR 244, NUR 258, NUR 323.

NUR 339. Care Management Concepts I. 5 credits. FA
NUR 339 introduces the use of the CUCON Care Management Model in promoting, protecting, restoring and maintaining health. Emphasis is placed on fundamental concepts and exemplars related to actual and potential health alterations across the lifespan and with diverse populations. P. Ethics course, NUR 252, NUR 229, NUR 230; CO: NUR 342; P or CO: NUR 331 or Department consent.

NUR 341. Foundations of Pharmacology for Nursing. 3 credits. FA, SP
NUR 341 provides students with a foundation of pharmacology. The course addresses pharmacodynamics and pharmacokinetic properties, therapeutic uses, adverse effects, contraindications, and basic nursing considerations for selected drug classifications. This course is designed for students with limited or no clinical experience. P. Admission to Accelerated Bachelor of Science in Nursing program; P or CO: NUR 235, NUR 250.

NUR 342. Care Management Concepts Practicum I. 5 credits. FA
NUR 342 provides students the opportunity to apply the CUCON Care Management Model in promoting, protecting, restoring and maintaining health. Focus is on diverse populations across the lifespan with actual and potential health alterations. Proficiency with fundamental care management skills and technologies is acquired. Learning experiences will take place in a variety of acute, transitional, rehabilitation, long-term, and community-based settings. (225 practicum hours) CO: NUR 339.

NUR 343. Care Management Concepts II. 5 credits. SP, SU
NUR 343 focuses on applying the Care Management Model in promoting, protecting, restoring and maintaining health in clients with increased complexity. Emphasis is placed on concepts and exemplars that demonstrate common episodic and chronic disease trajectories affecting diverse populations across the lifespan. P. NUR 243, NUR 244, NUR 312, NUR 323; CO: NUR 344; P or CO: NUR 338.

NUR 344. Care Management Concepts Practicum II. 5 credits. SP, SU
NUR 344 is designed to apply the Care Management Model in promoting, protecting, restoring and maintaining health with increasing complexity. Focus is on diverse populations across the lifespan with common episodic and chronic disease trajectories. Proficiency in skills and technologies used in the care of clients with acute and chronic alterations in health is acquired. Learning experiences will take place in a variety of settings including, but not limited to hospitals, long-term care settings, behavioral health, and community-based settings. P. NUR 243, NUR 244, NUR 323; CO: NUR 343; P or CO: NUR 338.

NUR 346. Evidence-Based Practice I. 3 credits. FA
NUR 346 addresses the development of beginning level skills in research utilization and critiquing health care research for purposes of quality and quality improvement. Emphasis is placed on clinical decision-making based on evidence exploration and integration of current scientific evidence, use of clinical reasoning, identification of client preferences, and assessment of available resources. Focus is placed on the analysis and synthesis of evidence to evaluate health care outcomes and answer a clinical question relevant to nursing practice and client-centered care. P. NUR 200 or equivalent, Junior standing or department consent; Instructor consent for non-nursing majors.

NUR 348. Care Management Concepts II. 5 credits. SP
NUR 348 focuses on applying the CUCON Care Management Model in promoting, protecting, restoring and maintaining health in clients with increased complexity. Emphasis is placed on concepts and exemplars that demonstrate common episodic and chronic disease trajectories affecting diverse populations across the lifespan. P. NUR 339, NUR 342, NUR 331, NUR 346; CO: NUR 349.

NUR 349. Care Management Concepts Practicum II. 5 credits. SP
NUR 349 gives students the opportunity to apply the CUCON Care Management Model in promoting, protecting, restoring and maintaining health with increasing complexity. Focus is on diverse populations across the lifespan with common episodic and chronic disease trajectories. Proficiency in skills and technologies used in the care of clients with acute and chronic alterations in health is acquired. Learning experiences will take place in a variety of settings including, but not limited to hospitals, long-term care settings, behavioral health, and community-based settings. (225 practicum hours) Satistfies Magis:Designated Oral Communication. CO: NUR 348.

NUR 357. Professional Concepts II. 2 credits. SP (Magis Designated Technology)
NUR 357 introduces students to the concepts, principles, and practices of nursing leadership in complex organizations and systems. The course emphasizes concepts foundational to resource allocation and utilization in managing the delivery of care, and integrates these concepts in the context of leadership roles in care management, clinical outcome improvement, and interprofessional collaboration. Regulatory, financial, and healthcare policy influences on professional nursing practice will be introduced. Students engage in continued personal and professional profile development in this course. Satisfies Magis designated Technology. P. NUR 339, NUR 342, NUR 346. CO: NUR 348 and NUR 349.

NUR 366. Population Health I. 2 credits. SP
NUR 366 Population-Based Health I focuses on nursing care of individuals, families, aggregates, communities, and populations. Principles and practices of public health are discussed. Emphasis is placed on assessing factors that influence the health of populations and the use of evidence-based practices in the delivery of health promotion and disease prevention interventions for diverse populations. The role of the nurse as advocate for social justice is explored. P. NUR 346; Instructor consent for non-nursing majors.

NUR 416. Care Management Concepts III. 5 credits. FA
NUR 416 focuses on applying the CUCON Care Management Model in promoting, protecting, restoring and maintaining health in clients with increasingly complex illness acuity and chronicity. Emphasis is placed on concepts and exemplars involving urgent or emergent, complex, and/or multi-system health alterations affecting diverse populations across the lifespan. Satisfies Magis: Designated Written Communication. P. NUR 348, NUR 349, NUR 357, Contemporary Composition; CO: NUR 417; P or CO: NUR 439.

NUR 417. Care Management Concepts Practicum III. 5 credits. FA
NUR 417 Practicum gives students the opportunity to apply the CUCON Care Management Model in promoting, protecting, restoring and maintaining health. Focus is on diverse populations across the lifespan with urgent or emergent, complex and/or multi-system health alterations. Proficiency with increasingly complex care management skills and technologies is acquired. Learning experiences will take place in a variety of settings including, but not limited to: acute and critical care areas, rehabilitation, and the community. (225 practicum hours). CO: NUR 416.

NUR 421. Professional Concepts II: Policy and Advocacy. 2 credits. SU
NUR 421 focuses on the nurse's professional responsibility in advocating policies that promote access, affordability, equity, safety, and social justice for diverse populations. Advocacy, activism, and leadership will be applied across spheres of influence: workplace/workforce, professional associations and advocacy groups, government, and the community. Content focuses on reciprocal relationships among society, health care organizations, and the nursing profession. P. NUR 323, NUR 343, NUR 344.

NUR 436. Professional Concepts III: Transition to a Values-Based Profession. 2 credits. FA, SU
NUR 436 facilitates transition from the student role to a values-based professional nursing role. The content focuses on the reciprocal ethical relationships between society, health care organizations, and the nursing profession. This course provides opportunities for students to appraise how professional nurses can consistently demonstrate core values related to nursing, care management, and health care. Political, legal, economic, ethical, social, cultural, and technologic influences on health care, and professional nursing practice are addressed. P. NUR 421.

NUR 439. Population-Based Health Concepts II. 3 credits. FA
NUR 439 Population-Based Health II builds upon the concepts from NUR 366 to integrate theory, knowledge, and skills from nursing, social sciences, and public health in meeting the health needs of populations. Principles of epidemiology and demographic measurement of populations and groups are applied to examine the distributive factors of health needs in populations. The CUCON Care Management process and evidence-based community/population models serve as frameworks in learning community health program planning process. Emphasis is placed on the nurse's role in community and systems level interventions, including advocacy, and social justice principles. Satisfies Magis: Intersections. P. NUR 366, NUR 346, NUR 348, NUR 349.

NUR 443. Care Management Concepts III. 5 credits. FA, SP
NUR 443 focuses on applying the CUCON Care Management Model in promoting, protecting, restoring and maintaining health in clients with increasingly complex illness acuity and chronicity. Emphasis is placed on concepts and exemplars involving urgent or emergent, complex, and/or multi-system health alterations affecting diverse populations across the lifespan. P. NUR 343, NUR 344, NUR 338; CO: NUR 444, P or CO: NUR 480.

NUR 444. Care Management Concepts III Practicum. 5 credits. FA, SP
NUR 444 is designed to apply the CUCON Care Management Model in promoting, protecting, restoring and maintaining health. Focus is on diverse populations across the lifespan with urgent or emergent, complex and/or multi-system health alterations. Proficiency with increasingly complex care management skills and technologies is acquired. Learning experiences will take place in a variety of settings including, but not limited to: acute and critical care areas, rehabilitation, and the community. 225 practicum hours. P. NUR 343, NUR 344, NUR 338; CO: NUR 443; P or CO: NUR 480.

NUR 450. Evidence-Based Practice II. 1 credit. FA, SU
NUR 450 provides students the opportunity to utilize research to support quality improvement initiatives and evidence-based practice. Students are given the opportunity to develop and disseminate a proposal for a quality improvement project. P. NUR 312, NUR 443, NUR 444; CO: NUR 489; P or CO: NUR 436.

NUR 475. Professional Concepts III. 3 credits. SP
NUR 475 Professional Concepts III focuses on the nurse's professional identity, including the nursing responsibility in advocating policies that promote access, affordability, equity, and social justice for diverse populations. Advocacy, activism, and leadership will be applied across spheres of influence: workplace/workforce, professional associations and advocacy groups, government, and the community. Content focuses on reciprocal relationships among society, health care organizations and the nursing profession. P. NUR 357, NUR 416, NUR 417, NUR 439, NUR 476.

NUR 476. Applied Nursing Ethics. 3 credits. FA
NUR 476 identifies ethical issues in health care and distinguishes carefully among salient features of these problems' moral, social, legal, and political dimensions. Emphasis is placed on development of skill in conceptual analysis, critical thinking, moral reasoning, argumentation, and developing an ability to consider and articulate objections to a range of views. Satisfies Magis: Designated Ethics. P. Ethics course, NUR 339, NUR 342 or Department consent.

NUR 477. Evidence-Based Practice II. 2 credits. SP
NUR 477 The Evidence-Based Practice II course provides students the opportunity to utilize research to support quality improvement initiatives and evidence-based practice. Students are given the opportunity to develop and disseminate a proposal for a quality improvement project. Satisfies Magis: Designated Oral Communication. P. Magis Oral Communication, NUR 346; CO: NUR 483; P or CO: NUR 475.

NUR 480. Population-Based Health III. 1 credit.
NUR 480 builds upon the concepts from NUR 338 to apply theory, knowledge, and skills from nursing, social sciences, and public health in meeting the health needs of populations. Principles of epidemiology and demographic measurement of populations and groups are applied to examine the distributive factors of health needs in populations. The Care Management process and evidence-based community/population models serve as frameworks in learning community health program planning process. Emphasis is placed on the nurse's role in community and systems level interventions. P. NUR 343, NUR 344, NUR 338.

NUR 483. Capstone Practicum. 7 credits. SP
NUR 483 Capstone Practicum provides students with opportunities to synthesize professional nursing concepts and skills in a selected clinical setting and in simulated care scenarios with a focus on care management and clinical outcome improvement. The course emphasizes developing sound clinical decision-making skills and working effectively with the interprofessional team. Emphasis is also placed on transition to professional practice and NCLEX -RN exam preparation. (315 practicum hours). P. NUR 416, NUR 417, NUR 476; CO: NUR 477; P or CO: NUR 475.

NUR 488. Directed Independent Study. 0.5-3 credits.
Supervised study related to specific areas of nursing concern. Learning experiences include directed readings, seminar, presentations, classroom activities, and other assignments designed to enhance the students' knowledge and skill base in care management of diverse populations. This course will be graded with a letter grade (A-F).

NUR 489. Capstone Practicum. 6 credits. FA, SU
NUR 489 synthesizes professional nursing concepts and skills in a selected clinical setting and in simulated care scenarios with a focus on care management and clinical outcome improvement. The course emphasizes developing sound clinical decision-making skills and working effectively with the interprofessional team. Emphasis is also placed on transition to professional practice and NCLEX-RN exam preparation. 270 practicum hours. P. NUR 443, NUR 444; CO: NUR 450; P or CO: NUR 436.

NUR 495. Directed Independent Study. 0.5-3 credits.
Supervised study related to specific areas of nursing concern. Learning experiences include directed readings, seminar, presentations, practicum experiences and other activities designed to enhance the students' knowledge and skill base in care management of diverse populations. This course will be graded as "Satisfactory/Unsatisfactory".

NUR 561. Definitions of Health - Implications for Care: Austria, Hungary and the United States. 3 credits. SU
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.

PMC 101. Fundamentals of Paramedicine. 4 credits. FA, SP, SU
The Emergency Medical Technician (EMT) course is designed to provide students with the fundamental knowledge, skills, and practical experience required to respond to medical and traumatic emergencies and provide pre-hospital care. This comprehensive course covers a wide range of topics, including, ethical considerations, scene management, patient assessment, airway management, treatment modalities for sick and injured patients, including pediatrics, and geriatrics, equipping participants with the expertise to make rapid, life-saving decisions and deliver essential care to those in need. P. Basic Life Support Certification.

PMC 160. Out of Hospital Paramedicine for Nurses. 4 credits.
Based upon the current national Emergency Medical Technician (EMT) Education Standards and Guidelines, the primary focus of an EMT is to provide basic emergency medical care and transportation for patients who access the emergency medical system. This course has been designed as an advanced placement course, recognizing the foundational medical knowledge and skills that nurses, physicians, and other healthcare professionals possess. Topics include emergency medical response systems; and a review of airway, respiration, and ventilation; cardiology and resuscitation; trauma; and medical emergencies to include pediatrics and obstetrics. Clinical skills will be reviewed with an emphasis on application and use of equipment and techniques in an out-of-hospital practice environment. Students are required to participate in field experience with various Paramedicine agencies. Successful completion of all course requirements satisfies eligibility requirements to complete the National Registry of EMTs, EMT level certification examination. P. Current unencumbered RN, LPN, MD, or DO license to practice within the US, CPR for Health Care Providers; Immunizations.

PMC 213. Human Anatomy. 3 credits.
Pre-pharmacy students will learn cellular, tissue, organ and system level anatomical structures, with emphasis on using anatomical knowledge as a foundation for pharmaceutical care. P. BIO 201/BIO 205 or BIO 202/BIO 206 (both preferred).

PMC 215. Medical Terminology. 1 credit. (Same as OTD 215)
Medical Terminology is a critical part of language and communication used by health care practitioners. This self directed course is designed for students planning a career in the health services and related fields. Course content includes a study of basic medical terminology. Students will construct and decipher terms using prefixes, suffixes, word roots, combining forms, special endings, plural forms, and abbreviations related to body systems, cavities, planes, and positions. Competency is evaluated throughout the semester through online testing.

PMC 303. Introduction to Paramedicine. 2 credits.
PMC 303 is designed to provide students with an overview of the field of para medicine and the vital role that paramedics play in the healthcare system. This introductory course serves as the foundation for integrating comprehensive knowledge of EMS systems; the safety and well-being of the paramedic; standard precautions for infectious diseases, including immunizations and personal protective equipment; medical legal aspects of EMS; and ethical considerations. Satisfies Magis Designated Technology and Designated Written Communication. P. Magis Contemporary Composition, PMC 101 or equivalent and Nationally Registered or State Licensed EMT, EXS 111.

PMC 305. Advanced Patient Assessment. 2 credits. FA
PMC 305, building on the foundational principles of basic patient assessment, is designed to equip paramedic students with the advanced skills and knowledge necessary to perform comprehensive patient assessments in diverse and challenging prehospital care settings. P. PMC 101 or equivalent and Nationally Registered or State Licensed EMT; EXS 111.

PMC 307. Advanced Airway Management. 3 credits. FA
PMC 307 is designed to prepare students with the knowledge and skills to effectively manage and secure the airways of critically ill or injured patients in diverse pre-hospital and emergency medical settings. Students will develop the ability to assess and recognize signs of airway compromise and respiratory distress and the skills to respond swiftly and appropriately. P. PMC 101 or equivalent and Nationally Registered or State Licensed EMT; EXS 111.

PMC 309. Cardiology in Paramedicine. 3 credits. FA
PMC 309 is designed to provide in-depth knowledge and practical skills necessary for managing a wide range of cardiac emergencies and conditions. It includes the interpretation and monitoring of ECG rhythms, including l2-lead ECGs. Defibrillation, synchronized cardioversion, and transcutaneous pacing will also be covered in this course. Additionally, this course will emphasize cardiac assessment, diagnostic techniques, and advanced life support interventions. P. PMC 101 or equivalent and Nationally Registered or State Licensed EMT; EXS 111.

PMC 311. Paramedic Clinical Practicum I. 4 credits. FA
PMC 311 is a foundational course designed to provide students with clinical learning experience in both of pre-hospital and in-hospital settings. This course combines both observational and field experiences to apply classroom knowledge in diverse clinical settings. P. PMC 101 or equivalent and Nationally Registered or State Licensed EMT; EXS 111.

PMC 313. Paramedicine Pharmacology. 2 credits. FA
PMC 313 will provide students with a foundational knowledge of pharmaceutical principles and their application in out-of-hospital emergency care. This course equips students with the knowledge and skills necessary to make informed, safe, and effective pharmacological decisions in the field. P. PMC 101 or equivalent and Nationally Registered or State Licensed EMT; EXS 111.

PMC 315. Paramedic Lab I. 2 credits. FA
PMC 315 is designed to equip paramedic students with the essential skills and knowledge needed to provide high-quality out-of-hospital emergency medical care. This course combines theoretical learning with hands-on practical experiences that align with the minimum skills competencies required by national standards. P. PMC 101 or equivalent and Nationally Registered or State Licensed EMT: EXS 111.

PMC 317. Trauma Management in Paramed. 2 credits. SP
PMC 317 is designed to prepare students with the essential knowledge and skills required to respond effectively to traumatic incidents and provide life-saving care to patients in critical conditions. This course will introduce a wide range of topics, including trauma systems; injury prevention programs; hemorrhage and shock; thoracic and abdominal trauma; musculoskeletal and soft tissue injuries; traumatic brain injury; facial, neck and spinal trauma, and multisystem trauma victims. Special considerations of pregnant, pediatric, geriatric, and cognitively impaired trauma patients is included. P.PMC 303, PMC 305, PMC 307, PMC 309, PMC 311, PMC 313, and PMC 315.

PMC 319. Special Patient Populations. 2 credits. SP
PMC 319 is designed to provide paramedic students with the specialized knowledge required to care for diverse and unique patient groups, including pediatric, geriatric, obstetric, and patients with various medical conditions and special circumstances. P. PMC 303, PMC 305, PMC 307, PMC, 309, PMC 311, PMC 313, and PMC 315.

PMC 320. AEMT Clinical Practicum. 0-1 credits.
Clinical practicum will occur within hospitals and clinics under the direct supervision of physicians, nurses and paramedics. Students will participate in performing patient assessments and formulate plans of care, performing skills within the scope of practice of Advanced EMTs. P. DC.

PMC 321. AEMT Field Internship. 0-2 credits.
Field internship includes practical application of knowledge and skills learned as an Advanced EMT, under the direct supervision of paramedics, on an ambulance. Students will participate in performing patient assessments and formulate plans of care, performing skills within the scope of practice of Advanced EMTs. P. DC.

PMC 323. Medical Emergencies. 5 credits. SP
PMC 323 is designed to equip students with the knowledge, skills, and clinical acumen needed to effectively manage a wide range of medical emergencies. This course focuses on in-depth exploration, assessment, and intervention strategies for diverse medical conditions commonly encountered in prehospital and emergency care settings. P. PMC 303, PMC 305, PMC 307, PMC 309, PMC 311, PMC 313, and PMC 315.

PMC 325. Paramedic Lab II. 2 credits. SP
PMC 325 is an advanced level course designed to build upon the foundational skills and knowledge acquired in Paramedicine Lab I. This course introduces complex and challenging scenarios encountered in out-of-hospital emergency medical care. Through a combination of hands-on skill development, high-fidelity simulation, and critical thinking exercises, students will further develop their skills to manage a wide range of emergency situations. P. PMC 303, PMC 305, PMC 307, PMC 309, PMC, 311, PMC 313 and PMC 315.

PMC 327. Paramedic Clinical Practicum II. 4 credits. SP
PMC327 is designed to provide students with hands-on experience in real-life emergency medical situations. Building upon the foundational knowledge and skills gained in Paramedic Clinical Practicum I, this course further develops the critical thinking, decision-making, and clinical competencies required for effective pre-hospital patient care. P. PMC 303, PMC 305, PMC 307, PMC 309, PMC 311, PMC 313, and PMC 315.

PMC 409. Leadership in Paramedicine. 3 credits. FA, SP
PMC 409 will equip students and practicing paramedics with the essential knowledge and skills as leaders in paramedicine and various other healthcare settings. This course aims to explore the multifaceted aspects of leadership, emphasizing the critical role of effective leadership in delivering quality patient care and fostering team cohesion. The curriculum integrates theoretical foundations with real-world scenarios, case studies,and interactive discussions to develop a comprehensive understanding of leadership within the context of paramedicine. P. PMC 425 or IC.

PMC 413. Special Operations. 2 credits. SP
PMC 413 prepares students for operational roles and responsibilities to ensure safe patient, public, and personal safety. Topics include principles of safely operating a ground ambulance, incident management, response to multiple casualty incidents, principles of triage, criteria for utilizing aeromedical response and transport, bioterrorism response, simple vehicle extrication, and hazardous materials awareness. P. PMC 303, PMC 305, PMC 307, PMC 309, PMC 311, PMC 313, and PMC 315.

PMC 415. Assessment Based Management. 1 credit.
This course encompasses several review sessions designed to prepare paramedic program students for final comprehensive and national certification examinations. Cognitive and psychomotor skills exams serve as summative capstone exams, requiring students to synthesize the information and skills learned throughout the program. P. DC.

PMC 417. Evidence-Based Practice in Paramedicine. 3 credits. FA, SP
PMC 417 will equip students and practicing paramedics with the essential knowledge and skills to integrate evidence-based practice (EBP) into their clinical decision-making processes. Students will explore the principles, methods, and practical applications of EBP in out of hospital care. The course will focus on the foundations of evidence-based practice, encompassing critical appraisal skills, research methodologies, and ethical considerations. Students will learn to critically analyze and apply the latest evidence from research studies, guidelines, and best practices in real-world scenarios,including examination of research methodologies relevant to paramedicine. P. PMC 425 or IC.

PMC 418. Transition to Paramed Practice. 3 credits. SU
PMC 418 will equip students with knowledge and critical thinking abilities necessary for integration into pre-hospital care. The content of this course focuses on the evolution from foundational emergency medical training to interdisciplinary collaboration, cultural competence, decision making, critical thinking, and patient-centered care responsibilities and challenges associated with the profession. P. PMC 317, PMC 413, PMC 319, PMC 323, PMC 325, and PMC 327; CO: PMC 425.

PMC 421. Field Observation. 1 credit.
Field observation provides paramedic students with the opportunity to participate in the delivery of emergency medical services at various field site affiliates. Students participate under the direct supervision of paramedics, and primarily function in an observational capacity. The performance of EMT level skills is expected, and the gradual progression to performing paramedic level skills begins. P. DC.

PMC 423. Field Experience. 2 credits.
Field experience provides paramedic students with the opportunity to participate in the delivery of emergency medical services at various field site affiliates. Students participate under the direct supervision of paramedics, taking a progressively more active role in functioning as an ALS member of the team. Paramedic level skills are performed and students are expected to demonstrate progress toward the ability to function as a team leader. P. DC.

PMC 424. Clinical Practicum III. 2 credits.
Clinical practicum includes an application of the knowledge and skills students learn in the classroom at various hospital and clinic affiliate sites. Students participate in patient care activities under the direct supervision of physicians, nurses, paramedics, therapists, and other healthcare professionals. Students will perform patient assessments, obtain medical histories, and assist in formulating plans of care, performing skills within the scope of practice of paramedics. Patient care areas include the emergency department, respiratory care, anesthesia services/OR, critical care units, pediatrics, labor and delivery, newborn nursery, and cardiac catheterization lab. P. DC.

PMC 425. Paramedicine Capstone. 7 credits. SU
PMC 425 is the capstone course of the paramedic curriculum, designed to provide students with the opportunity to apply their knowledge and skills in real-world paramedic settings serving in the role of team leader. Satisfies Magis Designated Oral Communication and Designated Technology. P. PMC 317, PMC 319, PMC 323, PMC 325, PMC 327, and PMC 413. CO: PMC 418.

PMC 440. Paramedicine Educators. 3 credits.
Theories and principles of learning and teaching including development of effective Paramedicine course objectives, lecture outlines, and examinations. Course includes introduction to use of DOT curricula and materials.P. PMC 101; Must be BLS Instructor. Must show EMT-B Certification or higher.

PMC 450. Paramedic Certificate-to-Academic Transition I. 0-6 credits.
This is an introductory transition course for paramedics that have been previously trained at other programs. Instruction in this course is individually designed based on the accreditation status of the instruction students have received at other programs, including the curriculum, clinical experience and history of licensure and certification. During this course, the faculty will conduct a comprehensive assessment of the student focusing on assuring that all students have the fundamental knowledge, affective and psychomotor skills necessary to progress to full entry-level competency and practice as a Nationally Registered and State-licensed Paramedic. May be repeated to a limit of 6 hours. P. DC.

PMC 451. Paramedic Certificate-to-Academic Transition II. 0-6 credits.
This is an intermediate level course that is intended to build on the fundamental knowledge and skills achieved in the PMC 450 Academic Transition I Course. Instruction in this course is intended to have the students achieve practice proficiency in all paramedic treatment modalities. May be repeated to a limit of 6 hours. P. PMC 450.

PMC 452. Paramedic Certificate-to-Academic Transition III. 3-6 credits.
This is an advanced level course that is designed for the paramedic that has achieved entry-level proficiency in all areas of paramedic practice. In this course, the concepts of evidence-based paramedic practice and evaluation of the practices, literature, concepts and theories related to field and clinical practices will be explored. Students that complete this course will be prepared to serve in PMC leadership positions with community services and regulatory agencies. May be repeated to a limit of 6 hours. P. PMC 451.

PMC 455. Paramedic Clinical Transition I. 0-6 credits.
This is an Introductory Clinical Course for Paramedics that have been trained at other programs. Fundamental clinical practice skills are assessed in laboratory settings and practical laboratory scenarios. Students that demonstrate fundamental knowledge, affective and psychomotor competencies will be scheduled for hospital and field experiences. May be repeated to a limit of 6 hours. P. DC.

PMC 456. Paramedic Clinic Transition II. 0-6 credits.
This is an Intermediate Clinical Course for Paramedics that have demonstrated competency in all psychomotor skills in laboratory, hospital and field settings. Students will be assigned to hospital and field clinical units with the goal of achieving psychomotor proficiency in all areas of field and hospital clinical skills. May be repeated to a limit of 6 hours. P. PMC 455.

PMC 457. Paramedic Clinical Transition III. 3-6 credits.
This is an Advanced Clinical Course for Paramedics that have demonstrated proficiency in all psychomotor skills in hospital and field settings. Students will be assigned to field and hospital rotations with the intent of demonstrating clinical proficiency and team leadership capabilities in all areas of hospital and field clinical practices. May be repeated to a limit of 6 hours. P. PMC 456.

PMC 460. Paramedic Certification. 6 credits.
Course designed to prepare the currently credentialed critical care health care professional for the assessment, care, transport, and communication requirements of the sick and injured in the out of hospital setting. While giving an active health care professional (R.N., M.D., D.O.) credit for their clinical and educational expertise, this course supplements and augments skills already gained to enable the participant to function as a valuable prehospital team member with both ground and air service programs. After successful completion, the participant will meet eligibility requirements to complete the National Registry credentialing examination for Paramedics. P. R.N., M.D., D.O., EMT-Basic certification; two years critical care experience, ACLS provider; trauma and pediatric course certificate.

PMC 470. Management of Paramedicine Systems. 3 credits.
Emphasis on knowledge, skills and abilities required of first-line managers of Paramedicine systems including personnel, operations and equipment. P. PMC 101.

PMC 479. Special Topics in Paramedicine. 0-3 credits.
Exploration and analysis of problems and topics in today's EMS environment. May be repeated to a limit of 12 hours. P. IC.

PMC 480. Critical Care Paramedic. 6 credits.
This course is designed to prepare paramedics to provide advanced critical care during inter-facility transports, including performing advanced clinical patient assessments and providing invasive care beyond the standard scope of advanced prehospital care. Includes modes of transport, flight physiology, barophysiology and transfer considerations, including safety, patient packaging and practice in a closely confined space), airway and ventilation management including surgical airways and ventilators, CPAP and BiPAP, thoracostomy, and chest drainage maintenance, central venous lines, expanded pharmacologic formulary, interpretation of laboratory data, 12-lead ECG interpretation, monitoring and maintaining an IABP, and hemodynamic monitoring. Instruction is provided in both didactic and clinical settings. P. DC, currently licensed paramedic with two years of active clinical experience or registered nurse with a minimum of one year critical care experience; current Healthcare Provider CPR and ACLS; Trauma course (PHTSL, BTLS, TNCC, OR TNATC); Pediatric course (PALS, PEPP, PPC, OR ENPC); AMLS recommended.

PMC 493. Directed Independent Readings. 0-3 credits.
May be repeated to a limit of six hours. P. DC.

PMC 495. Directed Independent Study. 0-3 credits.
May be repeated to a limit of six hours. P. DC.

PMC 497. Directed Independent Research. 0-3 credits.
May be repeated to a limit of six hours. P. DC.

RSP 101. An Introduction to the Culture of Collegiate Life. 0.5,1 credits. FA
This course introduces first-year students in the College of Arts and Sciences (CCAS) to life at Creighton University. In addition to the topics common to all 100-level RSP courses, students learn about the CCAS Ratio Studiorum, or plan of study, including the College's six learning objectives and degree requirements (major and minor). Assignments may include class discussion of a selected book that addresses aspects of self-exploration and self-discovery. The course is taught by a Faculty Preceptor, supported by a Decurion (a junior or senior personally invited by the Preceptor).

RSP 102. An Introduction to the Culture of College Life. 1 credit. FA
This course introduces first-year students in the College of Nursing to life at Creighton University. In addition to the topics common to all 100-level RSP courses, students learn about Nursing's Ratio Studiorum, or plan of study, including the College's Program Objectives and degree requirements. Assignments include class discussion of a selected book, read during the summer, that addresses aspects of self-exploration and self-discovery. The class is taught by a Faculty Preceptor, supported by a Decurion (usually a senior Nursing student personally invited by the Preceptor).

RSP 103. An Introduction to the Culture of Collegiate Life. 1 credit. FA
This course introduces first-year students in the Heider College of Business to life at Creighton University. In addition to the topics common to all 100-level RSP courses, students learn about the College's Ratio Studiorum, or plan of study, including the College's six learning objectives and degree requirements (major and minor). Course readings and class discussions focus on concepts of leadership and the College's leadership development program. The course is taught by a Faculty Preceptor, supported by a Decurion (an upperclassman personally invited by the Preceptor).

RSP 104. Introduction to the Culture of Collegiate Life. 0.5 credits. FA
This course introduces first-year students in the Honors Program of the College of Arts and Sciences to life at Creighton University. In addition to the topics common to all 100-level RSP courses, Honors students learn about the CCAS Ratio Studiorum, or plan of study, including the College's six learning objectives and degree requirements (major and Honors Program). Assignments may include class discussion of a selected book that addresses aspects of self-exploration and self-discovery. The course is taught by a Faculty Preceptor, supported by a Decurion (a junior or senior personally invited by the Preceptor).

RSP 105. Introduction to the Culture of Collegiate Life. 1 credit. FA, SP
This course introduces transfer students in the College of Arts and Sciences and Heider College of Business to life at Creighton University. In addition to the topics common to all 100-level RSP courses, transfer students learn about their respective College's Ratio Studiorum, or plan of study, including its learning objectives or goals and its degree requirements. Assignments may include class discussion of a selected book that addresses aspects of self-exploration and self-discovery. The course is taught by a Faculty Preceptor, supported by a Decurion (usually a former transfer student personally invited by the Preceptor).

RSP 110. Student Support Svcs Lab. 0 credits.
This non-credit lab serves as a co-curricular component for first-year students enrolled in the University's Student Support Services program. In conjunction with the students' RSP course, RSP 110 allows for further development of the non-cognitive skills necessary for the transition to college life.

All Undergraduate Courses - College of Professional and Continuing Education

Courses

CPS 170. Privilege, Power and Difference. 3 credits. FA, SP, SU
Students examine how privilege, power, and difference operate in society: not only among individuals but also in systems and institutions. A focus will be placed on the importance of language, connections to service, social justice and human dignity, and recognizing current events that exemplify privilege, power and/or oppression. P. COM 152.

CPS 200. Making the Transition to College:Strategies for Degree Completion. 3 credits. FA, SP
Newly admitted College of Professional and Continuing Education students will explore the University's Jesuit, Catholic history and Ignatian values; learn about the culture of scholarship and its basis in the standards of academic integrity; become familiar with program and course expectations; and gain an understanding of the tools and services available throughout the University. Students will understand their plan of study, including mapping time to degree and ways to earn academic credit, including the Passport to Prior Learning. Students will be introduced to academic writing techniques. Graded Satisfactory/ Unsatisfactory.

CPS 201. Prior Learning Asses Theory and Practice. 3 credits. FA, SP
Prior learning assessment (PLA) is the process of earning college credit for learning that was acquired from non-classroom experiences like work, professional training, military careers, volunteering and personal life. This course will help students to identify areas of learning they may want to have evaluated for college-level equivalency. This course will also guide students through the preparation and compilation of all components required for the evaluation of a portfolio for prior learning. Students will learn critical reflection skills to rethink the value of their learning and its implications for future learning. Adult learning theory, models, and concepts will be discussed and applied to case studies. This course is facilitated by an instructor who provides guidance for the student in preparing his or her portfolio-based request for credit. P. CPS 200; English composition.

CPS 400. What Really Matters:Discernment, Conscience, Compassion. 3 credits. FA, SP
Using the Ignatian Pedagogical Paradigm, students reflect on multiple Jesuit charisms and what they "mean" for their own lives, with a special focus on discerning "what they love" as related to vocation, service, justice and cura personalis. Students articulate beliefs on our culture and (in)justice at societal and personal levels. P. Critical Issues in Human Inquiry course. P. One Magis Core Critical Issues in Human Inquiry course; Senior standing.

ILS 201. Introduction to Leadership Studies. 3 credits.
Students in this course investigate foundational information about leading in today's world. Students will be introduced to leadership theories and practices, ethical issues, and reflective processes from a leadership perspective. Students will also learn concepts of organizational leadership as well as how Ignatian values connect to professional growth. P. Must be enrolled in the BS-Leadership program; ENG 150.

ILS 302. Strategic Leadership & Project Management. 3 credits.
This course introduces students to the concepts and practical applications of strategic leadership, project planning, and project management, preparing them with the skills necessary to develop, implement, monitor, and revise a successful project plan. Students will incorporate the use of computers and technology into the process of managing projects in collaboration with others in today's digital world. P. ILS 201. Must be enrolled in the BS-Leadership program.

ILS 303. Ethical Dimensions of Leadership. 3 credits.
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, including examples of their own life experience. Emphasis will be placed on understanding ethical leadership for social and organizational change that seeks the common good, the leader's role as a moral agent, as well as the organization's role as a moral agent in society. P. Ethics course and ILS 201.

ILS 304. Financial and Quantitative Dimensions of Leadership. 3 credits.
Students will gain practical and job-ready financial and quantitative analysis skills. This course incorporates real-world case studies to help students understand finance from a holistic perspective. Students will gain an understanding of key financial terms and tools to demonstrate how they can be used in organizational situations. This course provides foundational information required for leaders to successfully understand the key functional areas of business and the role of quantitative data in decision making. Must be enrolled in the BS-Leadership program. P. Oral Communication course and ILS 201.

ILS 306. Social Justice: In Thought and Action. 3 credits.
The primary goal of the course is to familiarize students with the ways in which theories of social justice can motivate leaders in their approach to problems of social justice. Students will examine how specific movements and persons have informed efforts to enact social change. Students will reflect upon their own experiences; address questions of leadership and social justice in thought and in action; and contribute to their personal and professional development becoming change agents in their own communities. Must be enrolled in the BS-Leadership program. P. ILS 201.

ILS 310. Global Perspectives: Food in World History. 3 credits.
This course examines the role of food in shaping world history from ancient times through the modern era through the study of food and cultural history. Using food as a centerpiece, students explore the cultural, economic, and geopolitical roles of food and drink in world history from pre-modern times to the present. This course will examine the connections and exchanges within historical events and related issues such as culture, race, class, gender, religion, power, leadership, identity, and the environment. P. Critical Issues in Human Inquiry.

ILS 320. Theories of Leadership and Organizational Change. 3 credits. SP
The Leadership and Organizational Change course is an introductory leadership course designed to prepare students to develop or improve their knowledge, understanding and skills in communication, interpersonal relationships, leadership practice, leadership theories, organizational culture and change, diversity and working with teams and small groups, so that they can be more effective in the leadership positions they currently hold, or prepare for a position to which they aspire. The course will build on and enhance the student's preexisting leadership knowledge and experience. Students will be expected to develop and write about critical incidents/case studies based on their experiences, which will provide meaningful dialogue and discussion for each of the major topics of the course. This strategy will integrate the knowledge and experience of adult learners to the course content. Studying leadership is a journey and knowledge is socially constructed, so participation by all members of the class is required to enhance collaborative learning and provide feedback which contributes to the diversity of ideas from and across all types of leadership positions and organizations. Must be enrolled in the BS-Leadership program. P. Understanding Social Science course.

ILS 331. Healthcare in Society. 3 credits.
This course is designed to give students an overview of the state of modern healthcare including types of delivery systems, types of insurance coverage, the impact of the Affordable Care Act, and the effects a modern system has on society. Must be enrolled in the BS-Leadership program.

ILS 341. Foundations of the Nonprofit Sector. 3 credits.
This course will provide students with an understanding of the nature, characteristics, purpose, and challenges of nonprofits as the fastest growing sector in the United States while also learning about the difference between nonprofits and the public and private sectors as well as the interconnectivity of the three sectors. Must be enrolled in the BS-Leadership program.

ILS 352. Emotionally Intelligent Leadership. 3 credits.
This course will focus on the core competencies of EIL, which combines the concepts of emotional intelligence and leadership in one model. In this course, students will explore the EIL model (consciousness of context, consciousness of self, and consciousness of others) and the twenty-one capacities that define the emotionally intelligent leader by experiencing, developing and applying the EIL concepts and skills that make up their emotional intelligence.

ILS 356. Coaching and Mentoring. 3 credits. SP
In this course, students will explore the role of leadership and why a good leader is also a good coach. Students will explore three core values of an effective coach: people, performance, and process. Students will describe and demonstrate the Ten Skills of Coaching. Students will conduct an effective coaching session and develop and action plan in partnership with a colleague.

ILS 357. Women in Leadership. 3 credits. FA
This course helps students understand the unique challenges and opportunities confronting women in leadership roles in today's society. Students explore factors and values affecting women's leadership development in the United States and several other countries. Students become aware of modern-day issues that affect women in their communities, nation, and world by real world case studies. Students utilize discussion boards to communicate thoughts on topics, reflection papers, conduct an interview with a woman in leadership positions, write two papers, and develop an informational "woman in leadership" presentation in partnership with colleagues.

ILS 364. The Human Capital Management Environment. 3 credits.
This course presents the organizational context of Human Resource Management, and its role in optimizing an organization's capability to meet its business objectives and achieve its mission. Students will examine the diverse philosophies and contemporary practices of multiple companies, in a variety of industries, and will gain an understanding of the effectiveness of these differing approaches. They will also be introduced to legislation affecting the management of human capital within organizations, and the HR policies that are impacted. Must be enrolled in the BS-Leadership program.

ILS 370. Leadership Well-Being. 3 credits.
Students in this course investigate foundational information about leading in today's world. Students will be introduced to leadership theories and practices, ethical issues, and reflective processes from a leadership perspective. Students will also learn concepts of organizational leadership as well as how Ignatian values connect to professional growth. Must be enrolled in the BS-Leadership program. P. ENG 150.

ILS 371. Leadership in Literature. 3 credits.
This course gives students the opportunity to grasp concepts of leadership through the experiences of fictional characters. In this way, students can access their own characters as they reflect on the complexities found within the readings discussed in the course. P. CPS 170; CPCE student or by Dean's Office Permission.

ILS 401. ILS Practicum. 3 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, nonprofit, 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.

ILS 442. Philanthropy Concepts, Principles and Roles. 3 credits.
This course studies the concepts of philanthropy and leadership in today's organizations. Students explore the purpose and role of giving to organizations, why giving is integral to an organization's development, and how leaders can cultivate strategies to build strong relationships that lead to meaningful donor engagement.

ILS 445. Nonprofit Governance: Board Development and Strategic Planning. 3 credits.
Nonprofit organizations have a unique governance model that requires thorough understanding. This course will introduce the students to effectively recruiting, training, and managing board members. Also, the students will learn about strategic planning as an imperative for running a sustainable and mission-centered organization. Must be enrolled in the BS-Leadership program.

ILS 458. Organizational Messaging. 3 credits. SU
Organizational rhetoric is the strategic use of symbols to generate meanings—the communication processes through which formal organizations exert influence on popular attitudes and public policies. In this course, we explore how people within organizations use language to generate collective identities, communicate with stakeholders, and reinforce particular organizational values and goals. We will learn different theories and approaches to analyzing rhetoric in order to engage and critique particular "artifacts" created by organizations (e.g., handbooks, websites, letters, press releases, public relations efforts, policies) using appropriate methods. We will take an evaluative approach (i.e., was the rhetoric successful?) as well as a critical approach (i.e., is there a power differential?) toward organizational rhetoric.

ILS 462. Acquiring and Selecting Human Resource Capability. 3 credits.
This course introduces the student to workforce planning and considerations in staffing the organization. Job analysis, which is considered to be the capstone of human resource management, is explained and demonstrated, along with the components of effective job design. Various methods of recruiting staff are presented for students to evaluate. The selection process is examined, and the key legal considerations impacting staffing are identified. Must be enrolled in the BS-Leadership program.

ILS 469. Engaging and Retaining Human Capital. 3 credits.
This course is focused on evaluating the effectiveness of an organization's human resource programs in motivating and retaining employees. The topics of employee motivation, satisfaction and commitment are discussed. HR policies that meet organizational needs, are legally compliant, and are viewed by employees to be fair are examined. Must be enrolled in one of the following CPS programs: Leadership or Healthy Lifestyle Management.

ILS 495. Directed Independent Study. 1-3 credits. OD
May be repeated to a limit of six hours. P. DC.

ILS 499. Leadership Capstone. 3 credits. FA, SP
This course will allow students to prepare and formally present the portfolio they have been building during their journey through the program. The portfolio will become an integral part of the student's learning experiences. The portfolio should be regarded much like an artist's portfolio, building it continually through the student's program. P. Contemporary Composition course; ILS 201.

All Undergraduate Success Center Courses

Courses

PDDS 300. Pre-Dental Education. 0 credits. AY, FA, SP
Students planning to apply to dental school will enroll in this year-long Pre-Dental Seminar in either their Junior or Senior year. Students are advised regarding their progress towards a competitive application, and are encouraged to reflect on their decision to pursue dentistry. Exploration of options for students considering a gap year or additional post-baccalaureate study will be offered. The focus of this seminar is collecting the elements necessary to submit an application and the following topics will be covered: preparation options for the DAT exam, requesting letters of recommendation, writing a personal statement, and a detailed review of the Associated American Dental Schools Application Service (AADSAS) application and the Creighton School of Dentistry direct application option. An Interviewing Skills Workshop is presented and students are encouraged to schedule a practice interview in the Career Center before a dental school interview. Students are strongly encouraged to take advantage of the opportunity to be paired with a dental student during clinics offered by the Creighton School of Dentistry and through volunteering for the One World Community Health Clinic in Omaha. P. PHLC 200 and IC.

PHLC 200. Pre-Health Seminar. 0 credits. FA, SP
This one-semester advising seminar will offer an opportunity for students interested in all healthcare professions to explore and discern according to their interests. Topics common to many professions will be covered, including the following: professionalism and integrity, HIPAA certification, building a resume, research opportunities, the importance of letters of recommendation, preparation for standardized entrance exams, pre-professional academic course requirements, and the extra-curricular elements of a competitive application. Students will also participate in discernment and self-assessment activities to confirm their choice of profession and gauge their progress towards a competitive application. P. 20 hours completed at Creighton University.

PLAW 200. Pre-Law Learning Community. 0 credits. AY, FA, SP
This year-long Pre-Law Learning Community offers an opportunity for students interested in law to explore and discern their interest in the legal profession. Topics include panel discussions, guest speakers and tours. PLAW focuses on experiential learning and shadowing with professional students and professionals. Legal-focused service, faith, integrity and professionalism are key components of the Learning Community. Students will begin to build their portfolio for law school. P. So. stdg or IC.

PLAW 300. Pre-Law Education. 0 credits. AY, FA, SP
Students planning to apply to law school will enroll in this year-long Pre-Law Seminar in their Junior year or in the year of application. In this level, students are advised regarding their progress towards a competitive application, and are encouraged to reflect on their decision to pursue law. Discernment opportunities continue with panel discussions and guest speakers. Preparing the application to law school, advanced personal statement workshops, and requesting letters of recommendation are all important elements. A review and understanding of the LSAC (Law School Admissions Council) process, submission of applications, deadlines, and character and fitness are key components of the Seminar. Students will finalize their application to take the LSAT (Law School Admissions Test) as they continue their discernment of schools and programs. P. PLAW 200 and IC.

PMED 300. Pre-Medical Education. 0 credits. AY, FA, SP
Students planning to apply to medical school will enroll in this year-long Pre-Medical Seminar in either their Junior or Senior year. Students are advised regarding their progress towards a competitive application, and are encouraged to reflect on their decision to pursue medicine. Options for students pursuing additional activities (volunteer or paid employment, graduate or post-baccalaureate study) prior to entering medical school are explored. The focus of this seminar is collecting the elements necessary to submit an application, and the following topics will be covered: preparation options for the Medical College Admissions Test (MCAT), collecting letters of recommendation, writing a personal statement, and a detailed review of the medical school application services (AMCAS, AACOMAS, TMDSAS). An Interviewing Skills Workshop is presented and students are encouraged to schedule a practice interview in the Career Center before a medical school interview. An opportunity to shadow a current medical school student at Creighton School of Medicine will be offered. P. PHLC 200 and IC.

POPT 100. Pre-Occupational Therapy Education. 0 credits.
Students intending to begin an occupational therapy program after two years of undergraduate study will enroll in this year-long seminar upon entrance to Creighton or in the year before they intend to apply. Topics covered include: professionalism and integrity, HIPAA certification, building a resume, healthcare experience, and the occupational therapy profession. Students will learn about the activities and preparation necessary for a competitive application and additional advising is given regarding the selection of academic prerequisite courses. Discernment opportunities will include interaction with faculty, admissions counselors, and professional students in Creighton's Occupational Therapy program, as well as the opportunity to shadow a current occupational therapy student. Information regarding creating a resume, collecting letters of recommendation, writing a personal statement, and an introduction to the Occupational Therapy Centralized Application Service (OTCAS) will also be offered. Offered Satisfactory/Unsatisfactory only.

POPT 200. Pre-Occupational Therapy Seminar. 0 credits.
Students will enroll in this year-long seminar during the year of application to occupational programs. A thorough review of the Occupational Therapy Centralized Application Service (OTCAS) will be presented. An Interviewing Skills Workshop is offered and students are encouraged to schedule a practice interview in the Career Center before an OT school interview. Students also have the opportunity to hear from admissions representatives from the School of Pharmacy and Health Professions. Professional integrity and academic success in professional school will also be discussed as students reflect on the transition to graduate education. P. POPT 100.

PPA 300. Pre-Physician Assistant Seminar. 0 credits. AY, FA, SP
Students planning to apply to professional school for a career as a physician assistant will enroll in this year-long Pre-Physician Assistant Seminar in either the Junior or Senior year. Students are advised regarding their progress towards a competitive application, and are encouraged to reflect on their decision to pursue the physician assistant career. Since patient care experience is required or highly recommended for PA applicants, students will be encouraged to gain this valuable experience. The primary focus of this seminar will be collecting the elements needed for an application and will include: preparation options for the Graduate Record Exam (GRE), collecting letters of recommendation, writing a personal statement, and a detailed review of the Central Application Service for Physician Assistants (CASPA). An Interviewing Skills Workshop is presented and students are encouraged to schedule a practice interview in the Career Center before a PA school interview. P. PHLC 200 and IC.

PPT 300. Pre-Physical Therapy Education. 0 credits. AY, FA, SP
Students planning to apply to professional school for a career in physical therapy will enroll in this year-long Pre-Physical Therapy Seminar in either the Junior or Senior year. Students are advised regarding their progress towards a competitive application, and are encouraged to reflect on their decision to pursue a career as a physical therapist. An opportunity to shadow a current physical therapy student in Creighton's School of Pharmacy and Health Professions will be offered. The focus of this seminar is collecting the elements necessary to submit an application, and the following topics will be covered: preparation options for the Graduate Record Exam (GRE), collecting letters of recommendation, writing a personal statement, and a detailed review of the Physical Therapist Centralized Application Service (PTCAS). An Interviewing Skills Workshop is presented and students are encouraged to schedule a practice interview in the Career Center before a physical therapy school interview. P. PHLC 200 and IC.

PRX 100. Pre-Pharmacy Education. 0 credits. AY, FA, SP
Students will enroll in this year-long Learning Community upon entrance to Creighton. Topics covered include: professionalism and integrity, HIPAA certification, building a resume, pharmacy technician experience, and the pharmacy profession. Students will learn about the activities and preparation necessary for a competitive application and additional advising is given regarding the selection of academic prerequisite courses. Discernment opportunities will include interaction with School of Pharmacy faculty, admissions counselors, and professional students as well as the opportunity to shadow a current pharmacy student. Information regarding creating a resume, collecting letters of recommendation, writing a personal statement, and an introduction to the Pharmacy College Application Service (PharmCAS) will also be offered. P. Fr. stdg or IC.

PRX 200. Pre-Pharmacy Education. 0 credits. AY, FA, SP
Students will enroll in this year-long seminar during the year of application to pharmacy programs. A thorough review of the Pharmacy College Application Service (PharmCAS) will be presented. An Interviewing Skills Workshop is offered and students are encouraged to schedule a practice interview in the Career Center before a pharmacy school interview. Students also have the opportunity to hear from admissions representatives from the School of Pharmacy and Health Professions. Professional integrity and academic success in professional school will also be discussed as students reflect on the transition to graduate education. P. PRX 100 and IC.

TSC 100. Academic Intervention Seminar. 0 credits. FA, SP
TSC 100 is a seminar-style course designed to provide students identified for academic intervention with the strategies, mindset, and support needed to overcome academic challenges and return to good academic standing.

TSC 108. Bridge to the Creighton Classroom. 2 credits. FA
This course is designed for international student who are transitioning to a program of study at Creighton University. It is taught in conjunction with ENG 100, a Bridge Writing Course that will prepare student for ENG 150 and the rigors of Creighton University writing assignments. The purpose of TSC 108 is to introduce international students to the American university culture in general and the Creighton University culture specially so that student can develop the academic strategies and skills that will help them be successful in Creighton University classes. CO: ENG 100.

TSC 120. Strategies Academic Success. 2 credits.
This course is designed to provide comprehensive college-level study skills critical to the college transition and academic success. Strategies, assignments, and techniques work to enhance motivation, goal setting, and confidence. P. Dean's or Admissions Office Placement.

TSC 125. Student Support Services Strategies for Success and College Transition. 2 credits.
Required course of all incoming Student Support Services (SSS) students that provides comprehensive college-level skill building critical to a successful transition to college life, achievement of academic success, and development of non-cognitive abilities.

TSC 130. Strategies for Student Success. 2 credits.
This course is designed to inform and educate students about the concepts of personal motivation as well as reinforce academic strategies that will directly impact their individual success and retention. The presentation of motivational theory and practical study skills is supported by self-assessment and group interaction. P. Dean's Office Placement.

TSC 140. Health Justice Pathway Activity Lab. 0 credits. FA
This course introduces students to varied areas of study and practice that help in understanding and addressing equity and justice in health/illness and healthcare. Students will use the lenses of history, literature, drama, visual arts, sociology, anthropology, cultural studies, and other fields associated with the health humanities for this application. Class meetings will be supplemented with some clinical and cultural site visits. Students will integrate their learning and engage in teamwork through a group project. This course is part of the Humanities and Health Justice Pathway.

TSC 145. Health Justice Pathway: Reimagining Care. 1 credit.
TSC 145 expands on concepts introduced in TSC 140 through varied areas of study and application that help in envisioning equity and justice in health/illness and healthcare. Students will use models of humanistic inquiry associated with health humanities throughout the course. Content areas include career discernment, systems thinking, intersectionality, explanatory models of illness, culture of healthcare, mental and behavioral health, anddisability. Students will practice skills including reflection through writing and small group conversations, informational interviewing, and crafting personal statements. Students will engage both synchronously (virtually) and asynchronously with peers in the parallel course at Arizona State University. Class meetings will be supplemented with some clinical and cultural site visits in preparation for a future internship course. P. DC.

TSC 202. Introduction to Discernment and Experiential Learning. 1 credit. SP
This course is designed to provide major exploration, vocational discernment, and professional development opportunities for students. Lectures, assessments, and guest speakers will encourage students to explore occupational options and to apply skills in networking and professional development. Topics covered will include major and career exploration, values and strengths assessment, resume development, interviewing skills, and networking strategies.

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 A. Abbott, *Professor of Nursing* (1996; 2024).
B.S.N., Creighton University, 1992; M.S. in Nursing, Creighton University, 1998; Ph.D., University of Nebraska Medical Center, 2008

Jerold J. Abrams, *Professor of Philosophy* (2005; 2020).
B.A., Gonzaga University, 1993; Ph.D., Saint Louis University, 2000

Marie Adomako, *Resident Assistant Professor of Biology* (2022).
B.S., Idaho State University, 2008; M.S., Idaho State University, 2010; Ph.D., University of California - San Diego, 2021

Roger Aikin, *Associate Professor Emeritus of Fine and Performing Arts* (1980; 2006).
B.A., University of Oregon, 1969; Ph.D., University of California at Berkeley, 1977

Susan Aizenberg, *Professor Emeritus of English* (2001; 2017).
B.F.A., University of Nebraska at Omaha, 1989; M.F.A., Vermont College, 1992

Samer Al-khateeb, *Associate Professor of Computer Science, Design, and Journalism* (2018; 2024).
B.S., University of Arkansas at Little Rock, 2013; M.S., University of Arkansas at Little Rock, 2015; Ph.D., University of Arkansas at Little Rock, 2017

Syed Javed Ali, *Instructor of Chemistry* (2007).
B.S., Anna University (India), 1997; M.S., 1999; M.S., Texas Tech University, 2006

Littleton Alston, *Professor of Fine and Performing Arts* (1990; 2018).
B.F.A., Virginia Commonwealth University, 1981; M.F.A., Maryland Institute, College of Art, 1983

C. Anton Ames, *Instructor of Business Intelligence and Analytics* (2014).
B.S., Park University, 2001; M.B.A., University of Missouri, 2010

Jack Angus, *Professor Emeritus of Sociology, Anthropology, and Social Work* (1965; 2007).
B.A., Notre Dame, 1952; M.A., 1953; Ph.D., 1967

Simon Appleford, *Associate Professor of History* (2014; 2022).
M.A., University of St. Andrews, 2000; M.Litt, University of St. Andrews, 2001; Ph.D., University of Illinois at Urbana-Champaign, 2014

Carin L. Appleget, *Associate Professor of Education* (2018; 2024).
B.S., University of Nebraska-Lincoln, 1989; M.S., 1996; Ph.D., 2019

Chelsea Arias, *Instructor of Nursing* (2024).
B.S.N., Grand Canyon University, 2017; M.F.P.N., 2023

Marilee Aufdenkamp, *Assistant Professor of Nursing* (1999; 2005).
B.S.N., Creighton University, 1991; M.S.(Nursing), Creighton University, 1999

Charles Austerberry, *Assistant Professor Emeritus of Biology* (1987; 2024).
B.A., Kalamazoo College, 1979; Ph.D., Washington University, 1987

Erin Averett, *Professor of Fine and Performing Arts* (2012; 2022); .
B.A., University of Georgia, 1988; M.A., University of Missouri, 2000; Ph.D., University of Missouri, 2007

Matthew Averett, *Associate Professor of Fine and Performing Arts* (2007; 2013); *Associate Professor of Sustainability*.
B.A., University of Missouri at Columbia, 1991; M.A., 1999; Ph.D., 2006

Amy S. Badura Brack, *Professor of Psychology* (1998; 2013).
B.A., University of Notre Dame, 1992; Ph.D., University of Iowa, 1998

Courtney Baillie, *Assistant Professor of Accounting and Business Intelligence and Analytics* (2021).
B.S., University of Nebraska-Lincoln, 1989; M.P.A., University of Nebraska-Lincoln, 1990; Ph.D., University of Nebraska-Lincoln, 2003

Catherine Baker, *Associate Professor of Computer Science* (2017; 2023); *Holder of Clare Boothe Luce Faculty Chair for Women in Science* (2017).
B.A., DePauw University, 2012; M.S., University of Washington, 2014; Ph.D., University of Washington, 2017

Sarah Ball, *Assistant Professor of Nursing* (2014); *Faculty Chair, Traditional Program* (2021).
B.S.N., Clarkson College of Nursing, 1995; M.Ed., Walden University, 2013; Ph.D., Walden University, 2018

Leland A. Barker, *Assistant Professor of Exercise Science and Pre-Health Professions* (2019).
B.S., Creighton University, 2010; M.S., California State University-Fullerton, 2013; Ph.D., University of Nevada-Las Vegas, 2018

Jamie Barnes, *Instructor of Nursing* (2020).
B.S.N., Western Governors University, 2016; ; M.S. Nursing Education, Western Governors University, 2019

Addie Barnhart, *Assistant Professor in Fine & Performing Arts* (2019).
B.F.A., Missouri State University, 2009; M.F.A., Louisiana State University, 2015

Andrew Baruth, *Professor of Physics* (2012; 2023).
B.S., Doane College, 2003; Ph.D., University of Nebraska-Lincoln, 2009

Timothy Bastian, *Instructor of Economics* (2007).
A.S., State University of New York-Jamestown, 1983; B.S., Penn State University, 1985; M.S., Western New England College, 1988; M.A., The Maxwell School of Syracuse University, 1990

Ryan K. Batenhorst, *Director of Paramedicine* (2020; 2022); *Director, Department of Paramedicine*.
B.A., Bellevue University, 2013; M.Ed., Nebraska Wesleyan University, 2018

Jamie Beck, *Instructor of Nursing* (2022).
B.S.N., Bryan College of Health Sciences, 2011; M.S.N., Bryan College of Health Sciences, 2014

Trisha Beiermann, *Assistant Professor of Nursing* (2015; 2017).
B.S.N., University of Phoenix, 2011; M.S.N., Nebraska Methodist College, 2014

Tanya Benedict, *Professor of Clinical Research and Public Health* (2015).
B.A., University of Arkansas, 1992; M.S., 1994; Ph.D., University of North Carolina, 1999

Lisa Benson-Devries, *Instructor of Nursing* (2021).
B.S.N., Midland Lutheran College, 1992; M.S.N., Nebraska Wesleyan University, 2021; M.B.A., Nebraska Wesleyan University, 2021

Roger Bergman, *Professor Emeritus of Cultural and Social Studies* (1989; 2017).
B.A., Kansas State University, 1970; M.A., University of Arizona, 1977; M.T.S., Weston School of Theology, 1991; Ph.D., University of Nebraska-Lincoln, 2005

Allison Bethune, *Assistant Professor of Nursing* (2022).
B.S.N., University of Wisconsin, 1997; M.S.N., Walden University, 2010; E.d.D., Walden University, 2022

Marty Birkholt, *Associate Professor of Communication Studies* (1998; 2007).
B.S., South Dakota State University, 1983; M.A., 1986; Ph.D., Arizona State University, 2003

Erin Blankenship-Sefczek, *Resident Assistant Professor of Cultural and Social Studies* (2021); *Assitant Professor of Oral Biology* (2023).
B.A., San Diego State University, 2009; M.A., San Diego State University, 2011; Ph.D., The Ohio State University, 2019

Dulcinea Boesenberg, *Associate Professor of Theology* (2014; 2020).
B.A., Hanover College, 2002; M.T.S., University of Notre Dame, 2007; Ph.D., 2014

Janet Boller, (2016).
B.S. Applied Science, Nebraska Wesleyan University, 1970; M.S.N., California State University, 1980; Ph.D., University of California, 2001

Monica Boomgaarn, *Instructor of Nursing* (2022).
B.A., Dana College, 1997; M.S.N., University of Nebraska Medical Center, 2020

Robert A. Bosco, *Associate Professor Emeritus of Art*.
B.A., St. John's University (Minnesota), 1965; M.A., University of Iowa, 1967; M.F.A., University of Iowa, 1969

Benjamin M. Brandsen, *Assistant Professor in the Department of Chemistry* (2019).
B.S., Calvin College, 2010; Ph.D., University of Illinois at Urbana-Champaign, 2016

Charles B. Braymen, *Associate Professor of Economics* (2011; 2016).
B.A., University of Nebraska-Lincoln, 1999; Ph.D., University of North Carolina, 2007

Eric Bredahl, *Associate Professor of Exercise Science and Pre-Health Professions* (2017; 2020).
B.S., Colorado State University-Pueblo; M.S., College of St. Scholastica; Ph.D., University of Northern Colorado

A. Barron Breland, *Professor of Fine and Performing Arts* (2008; 2020); *Dean, Graduate School; Vice Provost for Faculty and Academic Affairs* (2022).
B.M., University of Georgia, 2001; M.M., Indiana University, 2003; D.M., 2009

Kristie N. Briggs, *Professor of Economics and Finance* (2008; 2020); *Associate Dean, Heider College of Business Faculty; Director, Doctor of Business Administration Program* (2022).
B.A., American University, 2002; Ph.D., University of North Carolina-Chapel Hill, 2008

Mary Lee Brock, *Assistant Director and Assistant Professor of Negotiation and Conflict Resolution* (2009; 2009).
B.A., Creighton University, 1982; M.Ed., South Dakota State University, 1983

Charles Brockhouse, *Associate Professor of Biology* (2006; 2013).
B.Sc., University of Toronto, 1982; M.Sc., 1984; Ph.D., 1991

Jill Brown, *Professor of Psychology* (2007; 2021).
B.A., University of Nebraska at Lincoln, 1995; M.A., 2004; Ph.D., 2007

Michael A. Brown, *Assistant Professor Emeritus of Philosophy* (1987; 2023).
B.A., Carroll College (Montana), 1979; M.A., University of Notre Dame, 1981; Ph.D., Emory University, 1987

Sherri Brown, *Professor of Theology* (2014; 2024).
B.A., Washington & Lee University, 1991; M.Div., Yale University Divinity School, 1996; M.S.W., Columbia University, 1997; Ph.D., Catholic University of America, 2008

Gordon P. Brubacher, *Assistant Professor of Theology*.
Ph.D., Drew University; M.C.S., Regent College at the University of British Columbia; M.A., Wilfrid Laurier University

Jill Buccheri, *Instructor of Marketing and Management* (2018).
M.B.A., Creighton University, 2017

Raymond Bucko S.J., *Professor Emeritus, Chair of Sociology, Anthropology, and Social Work* (2000; 2013).
B.A., Fordham University, 1978; M.Div., Jesuit School of Theology at Berkley, 1983; S.T.M, Regis College, 1984; Ph.D., University of Chicago, 1992

Thomas L. Budesheim II, *Associate Professor of Psychology* (1993; 1999).
B.A., Grinnell College, 1984; M.A., University of Illinois, 1988; Ph.D., 1992

Aimee Burch, *Assistant Professor of Nursing* (2018).
B.S. University of Nebraska-Kearney, 1994; B.S.N., Creighton University, 2003; M.S., Creighton University, 2008; D.N.P., Chamberlain College of Nursing, 2017

Theodore E. Burk, *Professor of Biology* (1982; 1996).
B.A., University of Kansas, 1974; D.Phil, University of Oxford (U.K.), 1979

Eileen C. Burke-Sullivan, *Associate Professor of Theology* (2003; 2010); *Holder of the Barbara Reardon Heaney Chair in Pastoral Liturgical Theology*.
B.A., St. Mary College, 1971; M.M., University of Colorado, 1975; M.A., Creighton University, 1983; S.T.L., Weston Jesuit School of Theology, 1997; S.T.D., 2003

Olaf E. Böhlke PhD, *Assistant Professor of Modern Languages and Literatures* (1998).
B.A., University of Tubingen, 1987; M.A., Arizona State University, 1991; Ph.D., Michigan State University, 2000

Susan Calef, *Assistant Professor of Theology* (1995).
B.A., Marymount College (Tarrytown, NY), 1977; M.A., Catholic Theological Union (Chicago), 1988; M.A., University of Notre Dame, 1993; Ph.D., 1996

John C. Calvert, *Professor of History* (1994; 2014).

B.A., University of Alberta (Canada), 1979; M.A., University of Toronto, 1981; M.A., McGill University (Canada), 1984; Ph.D., 1993; DIP, American University in Cairo, 1988

James Carlson, *Associate Professor of Mathematics* (1985; 1991).
B.S., Southwestern College, 1977; M.S., Pittsburgh State University, 1979; Ph.D., Purdue University, 1985

J. Jay Carney, *Professor of Theology* (2011; 2023); *Director of Christian Spirituality Program* (2011; 2023).
B.A., University of Arkansas, 1999; M.Div., Duke University, 2005; Ph.D., Catholic University of America, 2011

Willie Carpenter, *Instructor of Nursing* (2022).
B.S.N., Grand Canyon University, 2013; M.S.N., Grand Canyon University, 2017

Vincent Carret, *Visiting Assistant Professor of Economics and Finance* (2023).
Ph.D., Universite Lumiere Lyon 2, 2022

Ann Cavanaugh, *Assistant Professor of Biology* (2017).
B.S., Creighton University, 2008; Ph.D., University of California-Los Angeles, 2015

Helen S. Chapple, *Professor of Bioethics* (2007; 2019); *Professor of Medical Humanities* (2007; 2019).
B.A., George Washington University, 1971; A.D., Shenandoah University, 1987; M.A., University of Virginia, 1994; Ph.D., 2007

Shih-Chuan Cheng, *Professor Emeritus of Mathematics* (1979; 2021).
B.S., National Cheng-Chi University (Taiwan), 1970; M.S., Utah State University, 1974; M.S., Florida State University, 1976; Ph.D., 1978

Michael G. Cherney, *Professor Emeritus of Physics* (1989; 2017).
B.S., Marquette University, 1979; M.S., University of Wisconsin at Madison, 1980; Ph.D., 1987

Soochin Cho, *Associate Professor of Biology* (2008; 2014).
B.S., Korea Advanced Institute of Science and Technology, 1994; M.S., 1996; Ph.D., University of Michigan, 2003

Robert J. Churchill, *Assistant Professor Emeritus of English* (1980; 2016).
B.A., Creighton University, 1966; M.A., 1970; Ph.D., University of Nebraska at Lincoln, 1979

Sam Cipolla, *Professor Emeritus of Physics* (1969; 2011).
B.S., Loyola University Chicago, 1962; M.S., Purdue University, 1965; Ph.D., 1969

Jerry Clark, *Associate Professor Emeritus of Sociology, Anthropology, and Social Work* (1976; 2008).
B.A., Westmar College, 1964; M.A., University of Wisconsin at Madison, 1966; Ph.D., University of Kentucky, 1974

Terry D. Clark, *Professor of Political Science and International Relations* (1993; 2001).
B.S., United States Military Academy, 1973; A.M., University of Illinois at Urbana-Champaign, 1988; Ph.D., 1992

Mary C. Conway, *Instructor of Exercise Science and Health Professions*.

Timothy J. Cook, *Professor of Education* (1996; 2011); *Chair, Department of Education*.
B.A., John Carroll University, 1980; M.Ed., Boston College, 1987; Ph.D., 1990

Elizabeth F. Cooke, *Professor of Philosophy* (2001; 2013).
B.A., Catholic University of America, 1992; M.A., St. John's College (Annapolis, MD), 1993; Ph.D., St. Louis University, 2000

Cynthia L. Corritore, *Professor of Information Systems* (1996; 2010).
B.S.N., University of Nebraska Medical Center, 1979; M.S.N., 1981; M.S., University of Nebraska, Lincoln, 1991; Ph.D., 1996

Jacquelene S. Cota, *Instructor of Paramedicine*.
B.A., Creighton University, 2017; M.S., Creighton University, 2019

Sue S. Crawford, *Professor of Political Science and International Relations* (1995; 2009).
B.S., Northeast Missouri State University, 1989; Ph.D., Indiana University at Bloomington, 1995

Randall L. Crist, *Associate Professor of Mathematics* (1993; 2006); *Chair, Department of Mathematics*.
B.S., University of Nebraska at Lincoln, 1982; M.A., University of Pennsylvania, 1987; Ph.D., Texas A&M University, 1993

Alistair Cullum, *Associate Professor of Biology* (2000; 2008).
B.A., University of California at Santa Barbara, 1986; Ph.D., University of California at Irvine, 1997

Sabrina M. Danielsen, *Associate Professor of Cultural and Social Studies* (2014; 2023).
B.A., Swarthmore College, 2007; M.A., University of Pennsylvania-Philadelphia, 2009; Ph.D., University of Pennsylvania-Philadelphia, 2014

Mary Ann Danielson, *Professor of Communication Studies* (1989; 2008).
BS.B.A., University of Nebraska at Omaha, 1985; M.A., 1989; Ph.D., University of Nebraska at Lincoln, 1997

Todd C. Darnold, *Associate Professor of Management* (2008; 2014); *Harper Endowed Chair; Associate Dean* (2017; 2019-2021).
B.S., Iowa State University, 2000; Ph.D., University of Iowa, 2008

Rebecca A. Davis, *Assistant Professor of Nursing* (2014).
B.S.N., Creighton University, 2000; M.S.N., University of Nebraska Medical Center, 2004; D.N.P., Creighton University, 2013

Joel Destino, *Associate Professor of Chemistry* (2017; 2023).
2008, B.S., Chemistry and History, Syracuse University; 2016, Ph.D., Chemistry, State University of New York at Buffalo

Daniel R. DiLeo, *Associate Professor of Cultural and Social Studies* (2017; 2020); *Justice and Peace Studies Program Director*.
B.A., Cornell University, 2009; M.T.S., Boston College, 2013; Ph.D., Boston College, 2017

Charles Timothy Dickel, *Professor Emeritus of Education* (1976; 2019).
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

Lynne Dieckman, *Associate Professor of Chemistry* (2017; 2021).
B.S., University of Northern Iowa; Ph.D., University of Iowa

Barbara J. Dilly, *Professor Emeritus of Cultural and Social Studies* (2000; 2020).

B.A., University of California at Los Angeles, 1988; M.A., University of California at Irvine, 1989; Ph.D., 1994

David Dobberpuhl, *Associate Professor of Chemistry* (1994; 2000); *Chair, Department of Chemistry*.
B.S., Moorhead State University, 1989; Ph.D., Iowa State University, 1994

Margaret I. Doig, *Associate Professor of Mathematics* (2016; 2024).
B.S., University of Notre Dame, 2005; Ph.D., Princeton University, 2010

Donald Doll S.J., *Professor Emeritus of Journalism, Media and Computing* (1961; 2014); *Holder of the Charles and Mary Heider Endowed Jesuit Faculty Chair*.
B.A., St. Louis University, 1961; M.Ed., 1962; Ph.L., 1962

Robert Dornsife, *Associate Professor of English* (1992; 1997).
B.A., Shippensburg University, 1986; M.A., Pennsylvania State University, 1988; Ph.D., Lehigh University, 1992

Arthur V. Douglas, *Professor Emeritus of Atmospheric Sciences* (1982; 2007).
B.S., University of California at Riverside, 1971; M.S., University of Arizona, 1973; Ph.D., 1976

Beverly A. Doyle, *Associate Professor of Education* (1977; 1983).
B.S., Iowa State University, 1967; M.D., University of Nebraska at Omaha, 1971; Ph.D., University of Nebraska at Lincoln, 1977

William M. Duckworth, *Associate Professor of Decision Sciences* (2006; 2009).
B.S., Miami University, 1991; M.S., 1993; M.S., University of North Carolina at Chapel Hill, 1996; Ph.D., 1998

Gintaras K. Duda, *Professor of Physics* (2003; 2016).
B.S., Villanova University, 1997; M.S., University of California at Los Angeles, 1998; Ph.D., 2003

Eileen Dugan, *Associate Professor of History* (1988; 1994).
B.A., Texas Tech University, 1979; M.A., Ohio State University, 1981; Ph.D., 1987

Lee M. Dunham, *Professor of Economics and Finance* (2008; 2019); *Chair, Department of Economics and Finance* (2019).
B.S., University of Missouri, 1999; M.B.A., 2002; M.S., University of New Orleans, 2005; Ph.D., University of Nebraska, 2008

W. Patrick Durow, *Assistant Professor Emeritus of Education* (2001; 2014).
B.A., St. Mary's College, 1968; M.A., University of Wyoming, 1974; Ph.D., University of California at Irvine, 2002

Greg Dyche, *Instructor of Business Intelligence and Analytics* (2021).
B.S., Bellevue University, 2007; M.B.S., Creighton University, 2011

Alicia Klanecky Earl, *Professor of Psychology* (2012; 2023).
B.S., University of Nebraska Lincoln, 2006; M.A., University of Nebraska Lincoln, 2008; Ph.D., University of Nebraska Lincoln, 2012

Scott Eastman, *Professor of History* (2006; 2021).
B.A., DePaul University, 1998; M.A., Tufts University, 2001; Ph.D., University of California at Irvine, 2002

Andrew J. Eckart, *Instructor of Paramedicine*.
B.S., Bellevue University, 2020

Joan Eckerson, *Professor of Exercise Science & Pre-Health Professions* (1995; 2007).
B.S., Kearney State College, 1987; M.A., California State University at Fresno, 1989; Ph.D., University of Nebraska-Lincoln, 1993

Andrew E. Ekpenyong, *Associate Professor of Physics* (2018; 2022).
B.A., University of Uyo (Nigeria), 1998; B.Phil., Pontifical Urban University (Rome), 1998; B.D., 2003; M.S., Creighton University, 2007; Ph.D., University of Cambridge, 2012

Elizabeth R. Elliot-Meisel, *Associate Professor of History* (1993; 2000).
B.A., Macalester College, 1978; M.A., Georgia State University, 1987; Ph.D., Duke University, 1992

Catherine Enenbach, *Instructor of Nursing* (2023).
B.A., Washburn University, 2008; B.S.N., Creighton University, 2013; M.S.N., Nebraska Methodist College, 2020

Max T. Engel, *Associate Professor of Theology* (2015; 2021); *Associate Professor of Education* (2017; 2021).
B.A., Boston College, 1998; M.Ed., University of Notre Dame, 2000; M.A., The Catholic University of America, 2008 ; Ph.D., 2013

Kevin Estep, *Associate Professor of Cultural and Social Studies* (2017; 2023).
B.S., University of Oklahoma, 2003; M.Ed., University of Oklahoma, 2009; M.A., University of Notre Dame, 2013; Ph.D., University of Notre Dame, 2017

Bette Evans, *Professor Emerita of Political Science* (1975; 2007).
B.A., Tulane University, 1964; M.A., 1966; Ph.D., University of Pittsburgh, 1972

Ogechukwu Ezekwem Williams, *Assistant Professor of History* (2017).
Ph.D., University of Texas at Austin, 2017; M.A., University of Texas at Austin, 2014; B.A., University of Nigeria, 2010

Joshua A. Fairchild, *Associate Professor of Psychological Science* (2013; 2019).
B.A., The University of Connecticut, 2007; Ph.D., Penn State University, 2013

Fidel Fajardo-Acosta, *Professor of English* (1993; 2014).
B.A., Colby College, 1982; M.F.A., University of Iowa, 1985; Ph.D., 1988

Carol Fassbinder-Orth, *Professor of Biology* (2008; 2020).
B.S., Iowa State University, 2003; Ph.D., University of Wisconsin-Madison, 2008

Julia A. Feder, *Assistant Professor of Theology* (2013).
B.A., Catholic University of America, 2006; M.A., Boston College, 2008; Ph.D., University of Notre Dame, 2014

Randolph M. Feezell, *Professor Emeritus of Philosophy* (1977; 2016).
B.S., University of Oklahoma, 1972; M.A., University of Oklahoma, 1973; Ph.D., State University of New York at Buffalo, 1977

Steven Fernandes, *Assistant Professor of Computer Science* (2020).
B.E., Visvesvaraya Technological University, 2008; M.Tech., Manipal Institute of Technology, 2011; Ph.D., Karunya Institute of Technology and Sciences, 2017

Laura Lei Finken, *Associate Professor of Psychology* (1996; 2003).

B.A., Creighton University, 1990; M.A., University of Nebraska, Lincoln, 1982; Ph.D., 1996

Michael Flecky S.J., *Professor of Fine and Performing Arts* (1981; 2007).
A.B., St. Louis University, 1970; M.A., St. Louis University, 1972; M.Div., Jesuit School of Theology (California), 1977; M.F.A., Rochester Institute of Technology, 1981

Julia A. Fleming, *Professor of Theology* (1995; 2009); *Chair, Department of Theology*.
B.A., University of Missouri, 1981; M.A., 1982; M.A., Catholic University of America, 1985; Ph.D., 1993

James Fletcher, *Professor of Chemistry* (2004; 2019).
B.A., University of Nebraska-Lincoln, 1996; Ph.D., University of Pennsylvania, 2001

Elizabeth Flott, *Associate Professor of Nursing* (2014; 2023); *Assistant Dean, Faculty Development* (2021).
B.S.N., Creighton University, 2004; M.S.N., Creighton University, 2008; Ed.D., College of St. Mary, 2017

Debra J. Ford, *Interim Associate Dean, College of Professional and Continuing Education; Chair, Interdisciplinary Studies; Associate Professor of Interdisciplinary Studies* (2017; 2021).
B.A., University of Nebraska-Omaha, 1985; M.A., 1990; Ph.D., University of Kansas, 1999

Catherine M. Fox, *Assistant Professor of Social Work; Field Education Director* (2018).
B.S.W., B.A., Creighton University, 2009; M.S.W., University of Nebraska Omaha, 2012

Josef D. Franke, *Resident Assistant Professor of Chemistry and Biochemistry* (2013; 2022).
B.S., Oregon State University, 1999; Ph.D., Duke University, 2005

M. Lance Frazier, *Associate Professor of Management* (2015; 2018); *MBA Program Director, Heider College of Business* (2022).
B.S., Oklahoma State University, 1993; M.B.A., Oklahoma City University, 2003; Ph.D., Oklahoma State University, 2009

Mark Freitag, *Associate Professor of Chemistry* (2008).
B.A., University of Minnesota at Morris, 1996; Ph.D., Iowa State University, 2002

Ashley N. Fricks-Gleason, *Director of Center for Undergraduate Research and Scholarship* (2024).
B.A., Claremont McKenna College, 2004; Ph.D., University of California, Irvine, 2010

Elizabeth Furlong, *Professor Emeritus of Nursing* (; 2015); *Professor Emeritus of Nursing*.
B.S.N., Marycrest College, 1971; M.S., University of Colorado, 1971; M.A., University of Nebraska at Lincoln, 1987; Ph.D., University of Nebraska at Lincoln, 1993; J.D., Creighton University, 2000

Ronald D. Fussell, *Associate Professor of Education* (2017; 2022).
B.S., Plymouth State College, 1998; M.S., Southern Oregon University, 2003; M.Ed., Rivier College, 2005; Ed.D., Creighton University, 2016

Jack Gabel, *Associate Professor of Physics* (2007; 2014).
B.S., Creighton University, 1994; M.S., Catholic University of America, 1998; Ph.D., 2000

David M. Galant, *Assistant Professor of Fine and Performing Arts* (2019).
B.M.E., California State University Long Beach, 2011; M.M., University of Nebraska-Lincoln, 2015; D.M.A., University of Nebraska-Lincoln, 2018

Peter Jack Gallo, *Associate Professor of Sustainability* (; 2020); *Associate Professor of Marketing and Management* (2010; 2020).
B.S., Stanford University, 1995; M.B.A., University of North Carolina-Chapel Hill, 2005; Ph.D., 2010

JoAnne Genua, *Assistant Professor of Nursing* (2019).
B.S.N., Brock University, 2002; ; M.N., Athabasca University, 2008; ; Ph.D., Nova Southeastern University, 2019

Natalie Gerhart, *Associate Professor of Business Intelligence and Analytics* (2016; 2022).
B.S., Truman State University, 2007; M.B.A., University of Missouri, 2012; Ph.D., University of North Texas, 2016

Donald Gibbs, *Assistant Professor Emeritus of Modern Languages and Literatures* (1966; 2005).
BA, Providence College, 1964; MA, University of Nebraska-Lincoln, 1966

Laura K. Gill, *Instructor of Communication Studies* (2008); *Director of Forensics* (2010).
B.S., South Dakota State University, 2004; M.S., South Dakota State University, 2006; Ed.D., Creighton University, 2015

Joely Goodman, *Assistant Professor of Nursing* (2011; 2013); *Faculty Chair, ABSN Program Grand Island* (2019).
B.S.N., University of Nebraska Medical Center, 2008; M.S.N., Nebraska Wesleyan University, 2011; Ph.D., University of Northern Colorado, 2017

Ernest P. Goss, *Professor of Economics* (1991; 1991); *Chairholder Jack A. MacAllister Endowed Chair in Regional Economics* (1991).
B.A., University of South Florida, 1972; M.B.A., Georgia State University, 1975; Ph.D., University of Tennessee, 1983

Kevin M. Graham, *Professor of Philosophy* (1996; 2024).
B.A., St. John's College (Maryland), 1990; M.A., University of Toronto, 1991; Ph.D., 1996

Leonard J. Greenspoon, *Professor of Classical and Near Eastern Studies* (1995); *Professor of Theology* (1995); *Holder of Philip M. and Ethel Klutznick Chair in Jewish Civilization*.
B.A., University of Richmond, 1967; M.A., 1970; Ph.D., Harvard University, 1977

Erin Gross, *Professor of Chemistry* (2004; 2018).
B.S., Creighton University, 1996; Ph.D., University of North Carolina at Chapel Hill, 2001, 2001

Stephen M. Gross, *Professor of Chemistry* (2006; 2017); *Professor of Oral Biology* (2006; 2010).
B.S., State University of New York at Binghamton, 1996; Ph.D., University of North Carolina at Chapel Hill, 2001

Corey Guenther, *Associate Professor of Psychology* (2009); *Associate Chair of Psychological Sciences Department* (2019).
B.A., University of St. Thomas, 2004; M.A., Ohio University, 2006; Ph.D., 2009

Jess Gunn, *Instructor of Chemistry* (2009).

B.S., Rose-Hulman Institute of Technology (Terre-Haute), 2004; Ph.D., Michigan State University

Andrew B. Gustafson, *Professor of Marketing and Management* (2005; 2018).
B.A., University of Nebraska-Lincoln, 1992; M.A., Trinity College, 1994; M.A., Fordham University, 1997; Ph.D., Marquette University, 2001

Lauren Guthrie, *Instructor of Nursing* (2022).
B.A., University of Nebraska at Omaha, 2015; B.S.N., Creighton University, 2017; M.S.N., Creighton University, 2022

Timothy Guthrie, *Professor of Journalism, Media and Computing* (2003; 2012).
B.F.A., Creighton University, 1989; M.F.A., University of Idaho, 1996

Eric Haas, *Associate Professor of Chemistry* (2007; 2013).
B.A., University of Minnesota-Morris, 1992; Ph.D., University of Nebraska-Lincoln, 2001

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B.A., College of William and Mary, 1984; M.H., University of Richmond, 1987; M.A., University of Virginia, 1994; Ph.D., 1994

David Haberman, *Professor Emeritus of Journalism, Media and Computing* (1955; 1995).
B.A., Marquette University, 1950; M.A., University of Wisconsin, 1955; J.D., Creighton University, 1964

Harold Ashley Hall, *Associate Professor of Theology* (2011; 2016); *Associate Clinical Professor of Medical Education* (2020).
B.A., University of St. Thomas, 1997; Ph.D, Fordham University, 2009

Kelley G. Hammond, *Assistant Professor of Exercise Science and Pre-Health Professions* (2019).
B.S., Creighton University, 2008; M.S., University of Memphis, 2010; Ph.D., University of Alabama at Birmingham, 2017

Chelsea Hamzhie, *Assistant Professor of Nursing* (2019; 2021); *Assistant Professor of Oral Health Promotion, Division of Diagnostic Sciences* (2021).
B.S.N., University of Nebraska Medical Center, 2014; D.N.P., Creighton University, 2019

Jacqueline Hanks, *Associate Professor of Nursing* (2015; 2024).
B.S.N., Creighton University, 1999; M.S.N., University of Missouri, 2004; D.N.P., Creighton University, 2016

Frederick Hanna, *Professor of Fine and Performing Arts* (1997; 2014).
B.S.E., University of Arkansas, 1985; M.M., Northwestern University, 1990; D.M., New England Conservatory of Music, 1997

Holly Ann Harris, *Professor of Chemistry* (1990; 2019); *Associate Dean, College of Arts and Sciences*.
B.S., Harvey Mudd College, 1982; Ph.D., University of Wisconsin-Madison, 1988

Anne E. Harty, *Assistant Professor of Nursing* (2022).
B.S.N., Creighton University, 1997; M.S., Creighton University 2000; Ed.D., Creighton University, 2019

Kara M. Harvey, *Instructor of Nursing*.
B.S.N., Creighton University, 2018; M.S.N., Creighton University, 2022

Jeffrey Hause, *Professor of Fine and Performing Arts* (2002; 2014); *Professor of Philosophy*; *Director, Honors Program*.
B.A., University of California Los Angeles, 1982; B.A., University of California Irvine, 1984; M.A., Cornell University, 1987; Ph.D., 1995

Jean Hearn, *Associate Professor of Education* (2014; 2021).
B.S., University of Georgia, 1985; M.S., University of Nebraska-Omaha, 2013; Ed.D., Creighton University, 2016

Laura L. Heinemann, *Associate Professor of Cultural and Social Studies* (2011; 2016).
B.A., Creighton University, 1998; B.A., University of Michigan, 2004; M.A., 2006; Ph.D., 2011

Kyle C. Helms, *Resident Assistant Professor in Classical and Near Eastern Studies* (2016).
A.A., Sante Fe Community College, 2004; B.A., University of Florida, 2008; M.A., University of Iowa, 2010; M.A., University of Cincinnati, 2013; Ph.D., 2016

Anthony R. Hendrickson, *Professor of Business Intelligence and Analytics* (2005); *Dean, Heider College of Business*.
B.S., Northwest Missouri State University , 1976; M.B.A., 1980; Ph.D., University of Arkansas, 1994

Scott Hendrickson, *Associate Professor of Political Science* (2009; 2016).
B.A., Wartburg College, 1992; M.A., Washington University, 2002; J.D., University of Iowa, 1995; Ph.D., 2006

Maribeth Hercinger, *Associate Professor Emeritus of Nursing* (; 2020).
B.S.N., Creighton University, 1976; M.S.N., University of Nebraska Medical Center, 1982; Ph.D., University of Nebraska-Lincoln, 2007

Kat Hirsch, *Instructor of Nursing* (2016).
B.S.N., Nebraska Methodist College, 2007; M.S.N., Nebraska Methodist College, 2012

Andrew J. Hogan, *Professor of History* (2014; 2024).
B.S., Cornell University, 2007; M.A., University of Pennsylvania, 2011; Ph.D., University of Pennsylvania, 2013

Amanda Jean Holman, *Associate Professor of Communication Studies* (2014; 2020).
B.A., Concordia College (Moorhead); M.A., University of Montana-Missoula; Ph.D., University of Nebraska-Lincoln

Edward J. Horwitz, *Associate Professor in Economics and Finance* (2009; 2015); *Endowed Executive Director in Risk Management* (2017).
B.S.B.A., University of Iowa, 1985; M.B.A., Creighton University, 2008 ; Ph.D., Kansas State University, 2015

Lynne E. Houtz, *Professor of Education* (1997; 2008).
B.S., Kent State University,; M.S., University of Nebraska-Omaha, 1985; Ph.D., University of Nebraska-Lincoln, 1992

Hilary Hughes, *Assistant Professor of Accounting* (2023).
B.S., Appalachian State University, 2013; M.S.A., University of North Carolina at Greensboro, 2014; Ph.D., Louisiana State University, 2023

Martin R. Hulce, *Professor of Biomedical Sciences* (1997); *Professor of Chemistry* (1991; 2002).
B.S., Butler University, 1978; M.A., The Johns Hopkins University, 1980; Ph.D., 1983

Helen M. Hurst, *Professor of Nursing and Associate Dean Phoenix* (2022).

B.S.N., University of Southwestern Louisiana, 1992; M.S.N., Case Western Reserve University, 1999; D.N.P., Case Western Reserve University, 2008

Matthew T. Huss, *Professor of Psychology* (2000; 2008).
B.A., Creighton University, 1992; M.S., Emporia State University, 1994; M.L.S., University of Nebraska, Lincoln, 2000; Ph.D., 2000

William Hutson, *Associate Professor Emeritus of Fine and Performing Arts* (1977; 2014).
B.A., North Texas State University, 1969; M.A., 1972; Ph.D., Michigan State University, 1983

Gerald C. Igboanusi, *Resident Assistant Professor of Education* (2016).
B.A., St. Norbert College, 2003; M.A., Mount Angel Seminary, 2007; Baccalaureate, Collegio Sant' Anselmo Rome Italy, 2007; M.Div., Mount Angel Seminary, 2008; M.S., Creighton University, 2014

Dawn Irlbeck, *Associate Professor of Cultural and Social Studies* (2007; 2013).
B.A., University of Nebraska-Omaha, 1990; M.A., University of Nebraska-Omaha, 2000; Ph.D., University of Nebraska-Omaha, 2005

Sharon Ishii-Jordan, *Professor Emeritus of Education* (1997; 2017).
B.S., University of Nebraska-Omaha, 1977; M.A., University of the Pacific, 1980; Ph.D., University of Nebraska, Lincoln, 1993

Kat Ivers, *Instructor of Nursing* (2024).
B.S.N., Arizona State University, 2002; M.S.N.-L., Grand Canyon University, 2011

Rose H. Jarmon, *Instructor of Marketing and Management* (2018).
B.A., University of Oregon, 1998; M.B.A., Marylhurst University, 2004

Jennifer L. Jessen, *Associate Professor of Nursing* (2018; 2024); *Director of CIPER* (2021).
B.S.N., Creighton University, 2004; M.S.N., College of Saint Mary, 2011; Ed.D., College of Saint Mary, 2017

Maorong Jiang, *Associate Professor of Political Science and International Relations* (2006; 2013); *Associate Professor of Asian Studies* (2013).
B.A., College of International Relations (China); M.A., University of Hawaii, 1994; Ph.D., 2006

Marc E. Johansen, *Assistant Professor of Philosophy* (2017).
Ph.D., University of Arizona, 2013; B.A., Macalester College, 2002

Bryan Johnson, *Associate Professor of Marketing* (2010; 2016).
B.S., Brigham Young University, 2003; M.S., 2004; Ph.D., Pennsylvania State University, 2010

Richard Johnson, *Associate Professor of Computer Science, Design and Journalism* (2014; 2020).
B.A., Southern Utah University, 2005; ; M.A., Brigham Young University, 2012; ; PhD, Arizona State University, 2015

Randy D. Jorgensen, *Professor of Finance* (1999; 2016).
B.S., University of North Dakota, 1981; M.A., 1998; Ph.D., University of Missouri, 1994; C.F.A., 2004

Bethany Kalk, *Associate Professor of Journalism, Media and Computing* (2013; 2019).
B.A., University of Wisconsin-Milwaukee, 2000; M.F.A., Minneapolis College of Art

Dimitrios Katsavelis, *Associate Professor of Exercise Science and Pre-Health Professions* (2014; 2020).
B.S., Aristotle University of Thessaloniki (Greece), 2001; M.S., University of Nebraska at Omaha, 2004; Ph.D., University of Nebraska Medical Center, 2012

Nicole Kaufman, *Instructor of Chemistry* (2014; 2016).
B.A., Gustavus Adolphus College, 1992; Ph.D., University of Nebraska Medical Center, 1996

Mphatso Kaufulu, *Postdoctoral Fellow in Diversity In Communication* (2023).
Ph.D., University of Southern Mississippi, 2023

Bridget M. Keegan, *Professor of English* (1996; 2005); *Dean, College of Arts and Sciences* (2015).
A.B., Harvard University, 1987; M.A., State University of New York-Buffalo, 1990; Ph.D., 1994

Taylor Keen, *Instructor of Management* (2008).
B.A., Dartmouth College, 1991; M.B.A., Harvard University, 1997

Thomas M. Kelly, *Professor of Theology* (2002; 2014).
B.A., University of Notre Dame, 1991; M.A., Boston College, 1999; Ph.D., 1999

Maya M. Khanna, *Professor of Psychology* (2006; 2017).
A.B., Washington Universtiy, 2000; Ph.D., University of Michigan, 2006

Gwendalyn D. King, *Associate Professor of Biology* (2019; 2023).
B.S., Purdue University, 1999; M.S., University of Michigan, 2002; Ph.D., University of Michigan, 2004

Erika L. Kirby, *Professor of Communication Studies* (1998; 2008); *A.F. Jacobson Chair in Communication*.
B.A., Buena Vista University, 1993; M.A., University of Minnesota, 1994; Ph.D., University of Nebraska-Lincoln, 2000

Amanda J. Kirkpatrick, *Professor of Nursing* (2013; 2024).
B.S.N., Creighton University, 2005; M.S.N., Clarkson College, 2012; Ph.D., Villanova University, 2018

Edeth Kitchens, *Dean and Professor Emeritus of Nursing* (; 2015).

Francis M. Klein, *Associate Professor Emeritus of Chemistry* (1968; 1973).
B.S., Kings College (Pennsylvania), 1963; Ph.D., University of Notre Dame, 1967

Alan Klem, *Associate Professor Emeritus of Fine and Performing Arts* (; 2019).
B.A., North Texas State University, 1970; M.F.A., Texas Christian University, 1974

Bradley T. Klontz, *Associate Professor of Economics and Finance* (2016).
B.S. Olivet Nazarene University, 1993; M.S. South Dakota State University, 1995; PsyD., Wright State University, 1991

Maggie Knight, *Associate Professor of Accounting* (2016; 2022); *Director, Master of Accounting Program* (2019).
B.S., Creighton University, 2001; D.B.A., 2018

Echo Koehler, *Assistant Professor of Nursing* (2019).
B.S.N., Nebraska Wesleyan University, 2006; M.S.N., Nebraska Methodist College, 2010; D.N.P., Creighton University, 2017

Brian Kokensparger, *Associate Professor of Journalism, Media and Computing* (1988; 2019).
B.A., Creighton University, 1991; M.H.S.A., Creighton University, 1997; Ph.D., University of Nebraska-Lincoln, 2013

Brooke A. Kowalke, *Assistant Professor of English* (2004).
B.A., University of California Irvine, 1997; M.A., University of Washington, 2000; Ph.D., 2004

Dana Koziol, *Assistant Professor of Nursing* (2016; 2018).
B.A., University of Northern Iowa, 2007; B.S.N., Creighton University, 2009; M.S.N., Nebraska Wesleyan University, 2014

Beverly J. Kracher, *Professor of Emerita of Marketing and Management* (1990; 2024).
B.A., University of Nebraska-Lincoln, 1974; M.A., 1984; Ph.D., 1991

Mary Kunes-Connell, *Professor of Nursing* (1980; 2009); *Associate Dean of Academics, Assessment, and Accreditation, College of Nursing* (2003).
B.S.N., Creighton University, 1977; M.S.N., University of Nebraska-Lincoln, 1979; Ph.D., 1991

Faith Kurtyka, *Associate Professor of English* (2012; 2018).
B.S., University of Wisconsin, Madison, 2004; M.S., University of Missouri-Columbia, 2007; Ph.D., University of Arizona, 2011

Mary Dana Laird, *Associate Professor of Marketing and Management* (2018).
B.A., Southwestern University, 2000; M.S., Texas A&M University, 2004; Ph.D., Florida State University, 2008

G. Patrick Lambert, *Professor of Exercise Science* (2008; 2016).
B.S., Alma College, 1998; M.A., Ball State University, 1990; Ph.D., University of Iowa, 2001

Amy M. Lane, *Associate Professor of Fine and Performing Arts* (2014; 2020).
B.F.A., Creighton University; M.F.A., University of Memphis; Ph.D., Wayne State University (Michigan)

Joan M. Lappe, *Professor Emerita of Nursing* (1984; 2024).
B.S.N., University of Nebraska Medical Center, 1981; M.S., Creighton University, 1985; Ph.D., University of Nebraska Medical Center, 1992

Ann Laughlin, *Professor of Nursing* (1994; 2016).
B.S.N., Creighton University, 1976; M.S., 1994; Ph.D., University of Nebraska, Lincoln, 2005

Michael G. Lawler, *Professor Emeritus of Theology* (1969; 2005); *Dean Emeritus, Graduate School*.
B.S., National University (Ireland), 1955; Diploma in Education, 1957; B.D., Pontifical Gregorian University (Rome), 1961; S.T.L., 1963; Diploma, International Catechetical Centre (Belgium), 1968; Ph.D., Aquinas Institute of Theology, 1975

Linda L. Lazure, *Associate Professor Emeritus of Nursing* (; 2015).
B.S.N., University of Nebraska at Omaha, 1975; M.S.N., 1979; Ph.D., University of Nebraska Medical Center, 1993

Gary K. Leak, *Professor of Psychology* (1979; 2022).
B.S., University of Washington, 1971; Ph.D., University of Nebraska-Lincoln, 1975

Tracy N. Leavelle, *Professor of History* (2003; 2021); *Associate Dean, College of Arts and Sciences*.
A.B., Dartmouth University, 1992; Ph.D., Arizona State University, 2001

Roy C. Lee, *Assistant Professor of Philosophy* (2023).
B.A., Yale University, 2013; M.A., Stanford University, 2016; Ph.D., Stanford University, 2021

James Leighter, *Associate Professor of Communication Studies* (2006; 2012); *Associate Professor of Sustainability*.
B.S., Northwest Missouri State University, 1995; M.A., University of Nebraska-Omaha, 2003; Ph.D., University of Washington, 2007

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B.A., Universidad Nacional Autonima de Mexico, 2000; M.A., New Mexico State University, 2002; Ph.D., University of Illinois, Urbana-Champaign, 2010

Mesha Luksan, *Instructor of Nursing* (2022).
B.S.N., University of Nebraska at Lincoln, 1998; M.S.N., University of Nebraska Medical Center, 2005

Donald Lux, *Assistant Professor of Accounting* (2016; 2018).
B.S.B.A., Creighton University, 1996; M.S.I.T.M., 2000; M.B.A., 2001; D.B.A., 2018

Jeffrey Maciejewski, *Professor of Computer Science, Design and Journalism* (1999; 2021).
B.S., Cardinal Stritch College, 1991; M.A., Marquette University, 1995; Ph.D., 2000

Mitchel A. Magrini, *Assistant Professor of Exercise Science and Pre-Health Professions* (2019).
B.S., Doane College, 2013; M.S., University of Colorado, 2015; Ph.D., Oklahoma State University, 2019

Davender Malik, *Professor of Mathematics* (1985; 2000); *Holder, Anne Scheer Chair in Mathematics*.
B.A., Delhi University, 1978; M.A., 1980; M.S., Ohio University, 1985; Ph.D., 1985

Surbhi V. Malik, *Associate Professor of English* (2014; 2022).
Ph.D., University of Illinois at Chicago, 2014

Alison L. Maloy, *Instructor of Accounting* (2018).
B.S.B.A., University of Kansas, 2001; M.S, 2002

Lucas Manning, *Instructor of Nursing* (2020).
B.A., Kansas State University, 2010; ; B.S. in Nursing, University of Missouri Kansas City, 2015; ; M.S.N./Education, Nebraska Wesleyan University, 2019

Julie Manz, *Professor of Nursing* (2005; 2023); *Assistant Dean, Undergraduate Program* (2014).
B.S.N., Creighton University, 1998; M.S., Creighton University, 2005; Ph.D., South Dakota State University, 2014

Alexei Marcoux, *Professor of Business Ethics* (2015).
B.A., University of San Francisco, 1988; M.A., Tulane University, 1995; Ph.D., Bowling Green State University, 2001

Jason Marshall, *Assistant Professor of Marketing and Management* (2022).
Ph.D., Binghamton University, State University of New York, 2022

Brian Martens, *Assistant Professor of Humanities* (2019).

B.A., Creighton University, 2010; M.Phil., Lincoln College Oxford, 2012; D.Phil., Lincoln College Oxford, 2018

Bruce M. Mattson, *Professor Emeritus of Chemistry* (1977; 2022).
B.A., Southwest Minnesota State University, 1973; Ph.D., University of Minnesota, Minneapolis, 1977

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B.A., Kearney State, 1985; M.A., University of Missouri-Kansas City, 1989; M.A., University of Kansas, 1995; Ph.D., 2001

José McClanahan, *Professor of Modern Languages and Literatures* (2007; 2024); *Professor of Medical Humanities* (2007; 2024); *Chair, Modern Languages and Literatures*.
B.A., University of Minnesota, 1991; M.A., University of Nebraska-Lincoln, 1998; Ph.D., University of Nebraska-Lincoln, 2003

Britta McEwen, *Associate Professor of History* (2005; 2013).
B.A., Scripps College, 1995; M.A., University of California, Los Angeles, 1998; Ph.D., 2003

George F. McHendry Jr. , *Associate Professor of Communication Studies* (2013; 2019).
B.A., Ripon College, 2006; M.A., Colorado State University, 2008; Ph.D., University of Utah, 2013

Timothy P. McMahon, *Associate Professor of Marketing* (2011).
B.A., University of Nebraska, Omaha, 1977; M.A., Seton Hall University, 2005; Ph.D., Gonzaga University, 2009

Christina G. McRorie, *Associate Professor of Theology* (2016; 2023).
B.A., Pepperdine University, 2006; M.A.R., Yale Divinity School, 2008; Ph.D., University of Virginia, 2016

Philip Meeks, *Associate Professor of Political Science* (1992; 1992).
B.A., University of Notre Dame, 1972; Ph.D., University of Texas, Austin, 1980

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B.S., University of Nebraska, 1990; M.B.A., 1992; Ph.D., 1996

Eric R. Meyer, *Assistant Professor of Cultural and Social Studies* (2018; 2022).
B.S., Bellevue University, 2011; M.A., University of Chicago, 2012; M.A., University of Nebraska-Omaha, 2014

Gary Michels, *Associate Professor Emeritus of Chemistry* (1986; 1993).
B.S., Creighton University, 1971; Ph.D., Iowa State University, 1978

Michael L. Miller, *Associate Professor of Chemistry* (2004; 2019).
B.S., Augusta State University, 1989; Ph.D., University of Wisconsin, Madison, 1997

Richard W. Miller, *Professor of Theology* (2005; 2018); *Professor of Theology*.
B.A., University of Notre Dame, 1992; M.A., Boston College, 1996; Ph.D., 2005

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B.F.A., University of Nebraska Kearney, 1996; Atelier, Art Academy of Los Angeles, 2000; M.F.A., Art Institute of Boston at Lesley University, 2014

Vanessa Minervini, *Assistant Professor of Psychology* (2019).
B.S., College of Charleston, 2010; M.S., University of Florida, 2013; Ph.D., University of Florida, 2015

Margo Minnich, *Associate Professor of Nursing* (2011; 2023).
B.S.N., Purdue University, 1994; M.S.N., University of North Carolina, Charlotte, 2002; D.N.P., Creighton University, 2015

Trey Moody, *Associate Professor of English* (2018; 2023).
B.A., Texas State University, 2006; M.F.A., Texas State University, 2009; Ph.D., University of Nebraska-Lincoln, 2014

Geri Moore, *Instructor of Exercise Science* (1995).
B.S., University of Nebraska, Lincoln, 1987; M.A., University of Nebraska, Omaha, 1988

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B.S., Iowa State University, 1959; M.S., 1961; Ph.D., 1963

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Melissa Muddell, *Instructor of Nursing* (2023).
B.S.N., University of Phoenix, 2008; M.S.N., University of Phoenix, 2011; D.N.P., Grand Canyon University, 2019

Joan L. Mueller, *Professor Emeritus of Theology* (1995; 2017).
B.M., Silver Lake University, 1983; M.M., University of Wisconsin, Milwaukee, 1986; M.Chr.Sp., Creighton University, 1989; Ph.D., Duquesne University, 1992

David Mullins, *Professor of English* (2010; 2023).
B.A., University of San Diego, 1996; M.F.A., University of Iowa, 2005

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B.A., University of Mysore (India), 1961; M.A., 1963; Ph.D., State University of New York, 1975

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B.F.A., University of Nebraska - Omaha, 2007; ; M.F.A., Frank Mohr Institute, 2009

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B.F.A., Creighton University, 1997; M.F.A., East Carolina University, 2001

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B.S., University of Notre Dame, 1996; M.S., University of Wisconsin, 1997; Ph.D., University of Michigan, 2008

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B.S., Harvey Mudd College, 1990; M.A., University of Rochester, 1992; Ph.D., 1996

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B.S., University of South Dakota, Vermillion, 1981; M.S., University of New Hampshire, 1984; Ph.D., University of Nebraska, Lincoln, 1999

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B.S., Old Dominion University, 2000; M.S., Old Dominion University, 2004; Ph.D., Clemson University, 2011

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B.A., Shippensburg University, 2003; M.A., Colorado State University, 2006; Ph.D., University of Utah, 2010

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B.S., John Carroll University, 1997; Ph.D., The Ohio State University, 2003; M.A., Loyola University of Chicago, 2008; M.D., Jesuit School of Theology, 2014

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B.A., Capital University, 2010; M.A., West Virginia University, 2012; Ph.D., 2014

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B.S., Wayne State College, 1972; M.B.A., University of Nebraska, Lincoln, 1973; Ph.D., 1978; C.P.A. & C.M.A., State of Nebraska, State of Nebraska, 1982

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B.S., University of Rhode Island, 1971; M.S.N., University of Nebraska Medical Center, 1977; Ph.D., University of Nebraska-Lincoln, 2000

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B.S., Kansas State University, 1983; M.S., 1985; Ph.D., 1989

Hollie Siebler, *Instructor of Biology* (2015).
B.A., Dana College, 2010; Ph.D, University of Nebraska Medical Center, 2015

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B.A., Evangel College, 1982; M.A.T.S., Gordon-Conwell Theological Seminary, 1984; Ph.D., Harvard University, 1990

Thomas Simonds S.J., *Professor of Education* (2006; 2019).
B.A., Creighton University, 1987; M.A., Gonzaga University, 1992; M.A., Weston Jesuit School of Theology, 1998; M.A., Boston College, 1999; Ed.D., University of San Francisco, 2005

Meredith Smith, *Instructor of Nursing* (2019).
B.S.N., Nebraska Wesleyan University, 2009; M.S.N., Nebraska Wesleyan University, 2014

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B.S.N., Nebraska Methodist College, 2003; M.S.N., Nebraska Methodist College, 2017

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B.A., Candler School of Theology at Emory University; M.T.S., Candler School of Theology at Emory University; Ph.D., Fordham University

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B.S.Chm., Creighton University, 1993; Ph.D., University of Nebraska Medical Center, 1997

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BA, Brigham Young University, 2001; MA, Brigham Young University, 2003; PhD, University of Kentucky, 2009

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B.S., Creighton University, 2012; M.S., Creighton University, 2016

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B.A., Earlham College, 1984; Ph.D., University of Pennsylvania, 1990

Peter Stone, *Instructor of Chemistry* (2010).
B.A.Chm., Macalester College, 1988; M.S., University of Utah, 1991

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B.S., Salisbury University, 2011; M.S.Acc., Syracuse University, 2012

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B.S., Stanford University, 1978; J.D., Stanford Law School, 1984; L.L.M, Georgetown University Law Center, 2006

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Ph.D., Louisiana State University, 2022

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B.A., Truman State University, 2007; M.A., University of Kansas, 2011; Ph.D., University of Kansas, 2015

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B.A., Creighton University, 1968; M.A., 1970; Ph.D., Arizona State University, 1975

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B.A., Truman State University, 2005; Ph.D., University of Tennessee at Knoxville, 2011

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B.S., Florida A&M University, 2002; M.B.A., 2002; M.A., University of Minnesota, 2006; Ph.D., University of Central Florida, 2015

Diana W. Thomas, *Professor of Economics* (2014; 2022); *Director, Institute for Economic Inquiry* (2016).
B.S., University of Applied Sciences, Germany, 2004; B.S., George Mason University, 2004; M.A., 2007; Ph.D., 2009

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B.S., University of Alabama, 2001; M.A., University of Missouri, 2005; Ph.D., George Mason University, 2009

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B.A., Cornell College, 2009; B.S.N., Creighton University, 2011; D.N.P., Creighton University, 2018

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B.S.N., Northern Arizona University, 2014; M.S.N., Northern Arizona University, 2018

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B.S.N., Creighton University, 1966; M.S., 1984; Ph.D., University of Utah, 2006

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B.S.N., Wichita State University, 1987; M.S., Creighton University, 2007; Ph.D., South Dakota State University, 2014

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B.A., Bellarmine College, 1963; M.S., Kansas State University, 1966; Ph.D., United States International University, 1972; Ph.D., Radboud University Nijmegen (Netherlands), 1994

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B.A., Southwestern University, 1998; Ph.D., Pennsylvania State University, 2006

Robert D. Whipple Jr., *Professor of English* (1990; 2009).
B.A., Texas Tech University, 1979; M.A., University of Texas, 1983; Ph.D., Miami University, 1990

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B.S.W., Nebraska Wesleyan University, 1993; M.S.W., University of Nebraska Omaha, 1998

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B.S.N., Nebraska Methodist College, 2012; M.S.N., Nebraska Methodist College, 2014

James Wingender, *Instructor of Economics* (2014).
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John R. Wingender, *Professor of Finance* (1997; 1998).
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Wendy M. Wright, *Professor Emeritus of Theology* (1989; 1998).
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Jonathan Wrubel, *Associate Professor of Physics* (2012; 2018).
B.S., University of Florida, 1998; M.S., Cornell University, 2002; Ph.D., 2006

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B.A., Creighton University, 1996; M.A., University of Nebraska-Omaha, 2000

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