

# CREIGHTON UNIVERSITY BULLETIN

## *2010-2012 GRADUATE ISSUE*

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## To The Prospective Student

Creighton's Graduate School provides an administrative vehicle for collaboration by senior faculties from five of the seven other schools and colleges of the University in offering opportunities for advanced study and research to college graduates. Approximately 11 percent of all Creighton degrees awarded have been, and continue to be, graduate degrees.

We have aided large numbers of teachers, counselors, school administrators, business executives, nurses, ministers and religious leaders by offering Master's degrees for their professional and personal development. Our solid traditional programs have provided the initial direction for graduates' achievement in research, teaching and technical careers.

We also have a substantial number of doctoral students who pursue studies in Biomedical Sciences, Pharmacology or Medical Microbiology and Immunology. These programs provide a solid base for a research career and aim to produce scientists of the highest caliber.

The common ingredients for success that our graduate degree recipients have possessed are a natural curiosity, a capacity for self-discipline, and a personal commitment to habitual inquiry. These qualities, when cast with the experience and dedication of senior faculty mentors, work toward an imaginative recasting of the ideas requisite to successful research and development of human knowledge. Graduate studies at Creighton (a) embrace the ideal of a university as a community of scholars, (b) offer an opportunity for discovery born of disciplined inquiry, and (c) cultivate a person-centered environment, which can be the doorway to a stimulating, creative and meaningful life.

The decision to enter graduate study must be a personal one. Persons with genuine intellectual ability and commitment to self-discipline are encouraged to explore the opportunities graduate school can provide. Superior intellectual ability combined with individual initiative is a scarce and valued human resource.

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

Cordially,

GAIL M. JENSEN, Ph.D.  
Dean, Graduate School

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**FIRST SEMESTER, 2010-2011**

<b>2010</b>		
<b>August</b>	21, <i>Saturday</i>	Welcome Week begins. Activities for all new students, freshmen and transfers, are announced in a special brochure. 7:30 p.m. Welcome Week Mass. St. John's Church.
	23-24, <i>Mon.-Tues.</i>	8:30 a.m.-4 p.m. Late Registration in the Registrar's Office.
	25, <i>Wednesday</i>	Classes begin.
	25-31, <i>Wed.-Tues.</i>	8:30 a.m.-4 p.m. Class Schedule Changes and Late Registration. Registrar's Office.
	31, <i>Tuesday</i>	Last day for late registration and class schedule changes.
<b>September</b>	6, <i>Monday</i>	Labor Day Holiday - no classes.
	8, <i>Wednesday</i>	Mass of the Holy Spirit. 11 a.m.
	23, <i>Thursday</i>	Last day to change from credit to audit. Last day to apply for Pass/No Pass status.
<b>October</b>	14, <i>Thursday</i>	Last day for filing applications for degrees to be conferred at the end of the First Semester.
	16, <i>Saturday</i>	Fall Recess begins after last class, clinic, or laboratory.
	19, <i>Tuesday</i>	Mid-semester grade reports from instructors due in Registrar's Office by 9 a.m.
	25, <i>Monday</i>	Classes resume, 7:30 a.m.
<b>November</b>	1, <i>Monday</i>	Last day to withdraw from courses with a "W."
	23, <i>Tuesday</i>	Thanksgiving recess begins after last class, clinic or laboratory.
	25, <i>Thursday</i>	Thanksgiving Day Mass, 9 a.m. St. John's Church.
	29, <i>Monday</i>	Classes resume, 7:30 a.m.
<b>December</b>	13, <i>Monday</i>	Final copy of Master's Thesis due in Graduate School Office for those expecting graduate degrees to be conferred at the end of the First Semester.
	13, <i>Monday</i>	Final semester examinations begin.
	18, <i>Saturday</i>	Last day of required attendance of First Semester. Christmas—Mid-year Recess begins.
	18, <i>Saturday</i>	Mid-year Commencement.
	22, <i>Wednesday</i>	All regular grade reports due to Registrar's office.

(<http://www.creighton.edu/Calendar>)

**SECOND SEMESTER, 2010-2011**

<b>2011</b>		
<b>January</b>	10-11, <i>Mon.-Tues.</i>	8:30 a.m.-4 p.m. Late Registration in the Registrar's Office.
	12, <i>Wednesday</i>	Classes begin.
	12-18, <i>Wed.-Tues.</i>	8:30 a.m.-4 p.m. Late Registration in the Registrar's Office.
	18, <i>Tuesday</i>	Last day for late registration and class schedule changes.
<b>February</b>	6, <i>Sunday</i>	Mass for Founders Week: Past, Present and Future. St. John's Church. ( <i>Time to be announced</i> )
	10, <i>Thursday</i>	Last day to change from credit to audit. Last day to apply for Pass/No Pass status.
	14, <i>Monday</i>	Last day for filing applications for degrees to be conferred at end of Second Semester.
<b>March</b>	5, <i>Saturday</i>	Spring recess begins after last class, clinic or laboratory.
	8, <i>Tuesday</i>	Mid-semester grade reports from instructors due to the Registrar's Office by 9 a.m.
	14, <i>Monday</i>	7:30 a.m. Classes resume.
	21, <i>Monday</i>	Last day to withdraw from courses with a "W."
<b>April</b>	21, <i>Thursday</i>	Holy Thursday—classes suspended from 5 p.m. April 21 to Monday, April 25
	24, <i>Sunday</i>	Easter Sunday.
	25, <i>Monday</i>	Easter Monday. Classes resume at 5 p.m.
<b>May</b>	2, <i>Monday</i>	Final copy of Master's Thesis due in Graduate School Office for those expecting graduate degrees to be conferred at the end of the Second Semester.
	2, <i>Monday</i>	Final semester examinations begin.
	7, <i>Saturday</i>	Final semester examinations end. Last day of required attendance of Second Semester except for candidates for degrees.
	11, <i>Wednesday</i>	All regular grade reports due to Registrar's office.
	13, <i>Friday</i>	3 p.m. Baccalaureate Mass.
	14, <i>Saturday</i>	University Commencement.

(<http://www.creighton.edu/Calendar>)

**SUMMER SESSION, 2011**

<b>May</b>	16, <i>Monday</i>	On-campus registration for May Session: 8:30 a.m.-4 p.m. Registrar's Office. May Session classes begin 9 a.m.	
	17, <i>Tuesday</i>	Last day for May Session registration and course changes.	
	20, <i>Friday</i>	Last day to change from credit to audit or apply for Pass/no Pass status for May Session.	
<b>June</b>	20, <i>Friday</i>	Last day to withdraw from May Session with "W."	
	30, <i>Monday</i>	Memorial Day - No classes.	
	3, <i>Friday</i>	May Session final examinations; May Session ends.	
	6, <i>Monday</i>	On-campus registration for Term 1. 8:30 a.m.-4 p.m., Registrar's Office. Term 1 classes meet at regularly scheduled times beginning June 6 at 7:30 a.m.	
	8, <i>Wednesday</i>	Pre-Session final grade reports from instructors due to Registrar's Office from instructors by 9 a.m.	
	9, <i>Thursday</i>	Last day for late registration and course changes for Term 1.	
	9, <i>Thursday</i>	Last day for filing applications for degrees to be conferred at end of Summer Session.	
<b>July</b>	13, <i>Monday</i>	Last day to change from credit to audit or to apply for Pass/No Pass status for Term 1.	
	27, <i>Monday</i>	Last day to withdraw from Term 1 course with a "W."	
	4, <i>Monday</i>	Independence Day - no classes.	
	8, <i>Friday</i>	Final examinations. Term 1 ends.	
	11, <i>Monday</i>	Registration for Term 2. 8:30 a.m.-4 p.m., Registrar's Office. Term 2 classes meet at regularly scheduled times beginning July 11 at 7:30 a.m.	
	12, <i>Tuesday</i>	Term 1 final grade reports from instructors due to Registrar's Office by 9 a.m.	
	14, <i>Thursday</i>	Last day for late registration and course changes for Term 2.	
	18, <i>Monday</i>	Last day to change from credit to audit or to apply for Pass/No Pass status for Term 2.	
	<b>August</b>	1, <i>Monday</i>	Last day to withdraw from Term 2 with "W."
		11, <i>Thursday</i>	Final examinations; Term 2 ends.
11, <i>Thursday</i>		Final copy of Master's Thesis due in Graduate School Office for those expecting graduate degrees to be conferred at the end of the Summer Semester.	
15, <i>Monday</i>		Term 2 final grade reports from instructors due to Registrar's Office by 9 a.m.	

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**FIRST SEMESTER, 2011-2012**

<b>2011 August</b>	20, <i>Saturday</i>	Welcome Week begins. Activities for all new students, freshmen and transfers, are announced in a special brochure. 7:30 p.m. Welcome Week Mass. St. John's Church.
	22-23, <i>Mon.-Tues.</i>	8:30 a.m.-4 p.m. Late Registration in the Registrar's Office.
	24, <i>Wednesday</i>	Classes begin.
<b>September</b>	24-30, <i>Wed.-Tues.</i>	8:30 a.m.-4 p.m. Class Schedule Changes and Late Registration. Registrar's Office.
	30, <i>Tuesday</i>	Last day for late registration and class schedule changes.
	5, <i>Monday</i>	Labor Day Holiday - no classes.
<b>October</b>	7, <i>Wednesday</i>	Mass of the Holy Spirit. 11 a.m.
	22, <i>Thursday</i>	Last day to change from credit to audit. Last day to apply for Pass/No Pass status.
	13, <i>Thursday</i>	Last day for filing applications for degrees to be conferred at the end of the First Semester.
<b>November</b>	15, <i>Saturday</i>	Fall Recess begins after last class, clinic, or laboratory.
	18, <i>Tuesday</i>	Mid-semester grade reports from instructors due in Registrar's Office by 9 a.m.
	24, <i>Monday</i>	Classes resume, 7:30 a.m.
<b>December</b>	31, <i>Monday</i>	Last day to withdraw from courses with a "W."
	22, <i>Tuesday</i>	Thanksgiving recess begins after last class, clinic or laboratory.
	24, <i>Thursday</i>	Thanksgiving Day Mass, 9 a.m. St. John's Church.
<b>December</b>	28, <i>Monday</i>	Classes resume, 7:30 a.m.
	12, <i>Monday</i>	Final copy of Master's Thesis due in Graduate School Office for those expecting graduate degrees to be conferred at the end of the First Semester.
	12, <i>Monday</i>	Final semester examinations begin.
	17, <i>Saturday</i>	Last day of required attendance of First Semester. Christmas—Mid-year Recess begins.
	17, <i>Saturday</i>	Mid-year Commencement.
	21, <i>Wednesday</i>	All regular grade reports due to Registrar's office.

(<http://www.creighton.edu/Calendar>)

**SECOND SEMESTER, 2011-2012**

<b>2012</b>		
<b>January</b>	9-10, <i>Mon.-Tues.</i>	8:30 a.m.-4 p.m. Late Registration in the Registrar's Office.
	11, <i>Wednesday</i>	Classes begin.
	11-17, <i>Wed.-Tues.</i>	8:30 a.m.-4 p.m. Late Registration in the Registrar's Office.
	17, <i>Tuesday</i>	Last day for late registration and class schedule changes.
<b>February</b>	5, <i>Sunday</i>	Mass for Founders Week: Past, Present and Future. St. John's Church. <i>(Time to be announced)</i>
	9, <i>Thursday</i>	Last day to change from credit to audit. Last day to apply for Pass/No Pass status.
	13, <i>Monday</i>	Last day for filing applications for degrees to be conferred at end of Second Semester.
<b>March</b>	3, <i>Saturday</i>	Spring recess begins after last class, clinic or laboratory.
	6, <i>Tuesday</i>	Mid-semester grade reports from instructors due to the Registrar's Office by 9 a.m.
	12, <i>Monday</i>	7:30 a.m. Classes resume.
	19, <i>Monday</i>	Last day to withdraw from courses with a "W."
<b>April</b>	5, <i>Thursday</i>	Holy Thursday—classes suspended from 5 p.m. April 5 to Monday, April 9
	8, <i>Sunday</i>	Easter Sunday.
	9, <i>Monday</i>	Easter Monday. Classes resume at 5 p.m.
	30, <i>Monday</i>	Final copy of Master's Thesis due in Graduate School Office for those expecting graduate degrees to be conferred at the end of the Second Semester.
	30, <i>Monday</i>	Final semester examinations begin.
<b>May</b>	5, <i>Saturday</i>	Final semester examinations end. Last day of required attendance of Second Semester except for candidates for degrees.
	9, <i>Wednesday</i>	All regular grade reports due to Registrar's office.
	11, <i>Friday</i>	3 p.m. Baccalaureate Mass.
	12, <i>Saturday</i>	University Commencement.

(<http://www.creighton.edu/Calendar>)

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W. WAYNE YOUNG, Jr., Ph.D.	<i>Associate Vice President for Student Services</i>	BRUCE D. RASMUSSEN, B.S.B.A.	<i>Director of Intercollegiate Athletics</i>
DEBRA R. FIALA, M.D., J.D.	<i>Associate General Counsel and Director of Compliance</i>	DEBRA C. SAURE, B.S., R.N.C.N.P.	<i>Director of Health Services</i>
A. JAMES BOTHMER, M.A.L.S.	<i>Assistant Vice President of Health Sciences/ Director of Health Sciences Library Learning Resource Center</i>	STEVEN A. SCHOLER, J.D.	<i>Senior Philanthropic Advisor, Estate and Trust Services</i>
LYN BOURNE-WEICK	<i>Assistant Vice President for Advancement Services</i>	KATHLEEN MILLER	<i>Director of James R. Russell Child Development Center</i>
DIANE H. DOUGHERTY CROWLEY, M.A.	<i>Assistant Vice President for Principal Gifts</i>	REV. DAVID L. SMITH, S.J.	<i>Director of Creighton University Retreat Center</i>
MARY K. HIGGINS, M.S.	<i>Assistant Vice President for Student Retention</i>	RICHARD R. SUPER	<i>Ratio Studiorum Director</i>
KIM B. MANNING	<i>Assistant Vice President for Marketing and Public Relations</i>	T. PAUL TOMOSER, B.S.	<i>Director of Internal Audit</i>
ANNA K. NUBEL	<i>Assistant Vice President for Alumni Relations</i>	JOHN D. WALKER, B.P.S.	<i>Director of Mail Services</i>
REV. THOMAS J. SHANAHAN, S.J.	<i>Assistant Vice President for University Relations</i>	ROBERT D. WALKER, M.S.	<i>Director of Financial Aid</i>
MICHELE K. STARZYK	<i>Assistant Vice President for Student Services</i>	LAURA A. WEBER, Ph.D.	<i>Director of Campus Ministry</i>
KATHLEEN J. BOOTON	<i>Risk Manager</i>	STEPHANIE R. WERNIG, M.A., Ph.D.	<i>Institutional Research</i>
JOHN A. KRECEK, M.B.A.	<i>University Registrar</i>	KAREN T. PRIEFERT, D.O.	<i>Medical Director, Student Health Services</i>
		TROY KRINGS, LTC	<i>Commandant of ROTC</i>

**CREIGHTON COLLEGE OF ARTS AND SCIENCES**

ROBERT J. LUEGER, Ph.D., *Dean*

**COLLEGE OF BUSINESS ADMINISTRATION**

ANTHONY R. HENDRICKSON, Ph.D., *Dean*

DEBORAH L. WELLS, Ph.D., *Associate Dean for Graduate Business Programs*

GAIL S. HAFER, *Assistant Dean for Graduate Business Programs*

**SCHOOL OF NURSING**

ELEANOR HOWELL, Ph.D., *Dean*

MARY KUNES-CONNELL, *Associate Dean for Academic and Clinical Affairs*

CINDY COSTANZO, *Master's in Nursing Program Chair*

MARY PARSONS, *Doctor of Nursing Program Chair*

**UNIVERSITY COLLEGE**

BARBARA J. BRADEN, Ph.D., *Dean*

**SCHOOL OF DENTISTRY**

WAYNE W. BARKMEIER, D.D.S., *Dean*

**SCHOOL OF LAW**

MARIANNE B. CULHANE J.D., *Dean*

**SCHOOL OF MEDICINE**

ROWEN K. ZETTERMAN, M.D., *Dean*

**SCHOOL OF PHARMACY AND HEALTH PROFESSIONS**

J. CHRIS BRADBERRY, Pharm.D., *Dean*



GAIL M. JENSEN, Ph.D.,  
*Dean of Graduate School*

**THE GRADUATE SCHOOL**

GAIL M. JENSEN, Ph.D., *Dean*

LUANN M. SCHWERY, B.A., *Assistant Dean*

**BOARD OF GRADUATE STUDIES**

*Dean of the Graduate School, Chair  
Twelve Faculty Representatives,  
Two Student Representatives*

## GENERAL INFORMATION

Creighton University is by far the most diverse educational institution of its size in the nation. The combination of relatively small size and unusual diversity is the key to appreciation of Creighton University's excellence.

With an enrollment of 7,385 persons taught by 732 full-time faculty and 243 part-time faculty, Creighton has set as its goal the conduct of higher education in the context of Christian values.

Founded in 1878, Creighton is coeducational, independent, and has always been operated by the Jesuits in the traditions of that Catholic religious order. Creighton has a faculty and student body made up of individuals of many races and faiths from every geographical region of the United States and from numerous foreign nations.

Creighton is a university in the true sense. In addition to the College of Arts and Sciences, Creighton has a College of Business Administration, University College, Schools of Dentistry, Medicine, Law, Nursing, and Pharmacy and Health Professions, and a Graduate School offering master and doctorate degrees. Creighton has been active in the establishment of continuing education programs and of a Summer Session of modern design for the contemporary educational consumer. The University College offers undergraduate degree and certificate programs for part-time students and specializes in noncredit offerings for adults.

Thirty-four percent of the University's students are enrolled in the College of Arts and Sciences, 34 percent in the health sciences professions, 9 percent in Business Administration, 4 percent in University College, 7 percent in law, and 12 percent in the Graduate School.

### *LOCATION*

Omaha, Nebraska's largest population center, is located on the western bank of the Missouri River, which serves as the Nebraska-Iowa boundary. Originally settled by the Omaha Indian Tribe, Omaha was soon a favorite stop for early settlers traveling up the Missouri River. Omaha's frontier traditions and values have remained largely intact as the city has progressed into the 21st century. Creighton's 108-acre campus is located on the northwest edge of Omaha, within walking distance of downtown.





A center for information technology, telecommunications, transportation and food processing, Omaha, Neb., is the heart of a metropolitan area of nearly 1 million. The city is the major urban area between Chicago and Denver and between Kansas City and Minneapolis. The metro Omaha area has seen steady growth over the past five decades and is now the 45th largest city and the 61st largest metro area in the nation.

Creighton University is perfectly situated to enjoy both the charm and beauty of the city and its cultural and recreational attractions. The campus is minutes from downtown theater, shopping, government and financial districts; Gene Leahy Mall and the Heartland of America Park, the jewels of downtown Omaha's scenic riverfront development; Henry Doorly Zoo, which features the world's largest indoor tropical rainforest and geodesic desert biodome, a 450,000 gallon walk-through salt water aquarium, and IMAX Theater; and Rosenblatt Stadium, home of the NCAA College World Series and the Omaha Royals.

Omaha, a cultural center of the Great Plains, boasts top-tier Joslyn Art Museum, the Holland Center, a world-class performing arts center and an excellent symphony and opera company. The Omaha Community Playhouse and Omaha Theater Company For Young People are among the top community theaters in the nation. One of the nation's finest old-world style theaters, the Orpheum, is home to hundreds of outstanding entertainment events each year and the Durham Western Heritage Museum features some of the area's largest historical offerings.

Omaha not only draws national acts for major concerts, but also hosts sporting events. Creighton, an NCAA Division I school which sponsors 14 men's and women's intercollegiate sports and competes in the Missouri Valley Conference, will host the NCAA College World Series for the 62nd consecutive year in June 2011. In addition, the Olympic Swimming Trials, March Madness and NCAA Final Four Volleyball Tournament all have recently been here.

Omaha is also the site of a vital downtown area. Omaha's Missouri Riverfront has undergone a massive redevelopment supported by private and public funds and Qwest Center Omaha is home to the Bluejay basketball team and numerous concerts. In addition, a recently proposed plan placed an impressive pedestrian bridge spanning the Missouri River from Nebraska to Iowa. The Gallup organization and Union Pacific built their new headquarters here, as did First National Bank, which recently completed the largest tower between Chicago and Denver.

Omaha is served by over 180 regularly scheduled daily flights by nine national air carriers and ten regional airlines. Two interstate highway systems serve the metropolitan area—I-80 going east and west and I-29 north and south.

Many students find inexpensive and charming apartments in renovated historic buildings close to both Creighton and the European allure of "The Old Market," downtown Omaha's shopping and dining quarter. Omaha is widely considered to be one of the safest cities in the U.S. with a low unemployment rate, thriving economy and lively downtown.

## **HISTORY**

John and Edward Creighton, builders of the transcontinental telegraph that linked pioneer America, have given their name to the University.

Edward's widow, Mary Lucretia Creighton, carrying out her husband's wishes, left money and directions for establishing a college in his memory. Following her death on January 23, 1876, the present University site was purchased and the first Bishop of Omaha, the Right Reverend James O'Connor, D.D., invited the Jesuits to conduct the Creighton College.

One priest, three scholastics, a layman, and a woman formed the faculty when classes began September 2, 1878. On August 14, 1879, Bishop O'Connor surrendered his trust to a new corporation, "The Creighton University."

Jesuits were exclusive managers of the corporation until, in October 1968, the Board of Directors was expanded to include laypersons. Today twenty-seven laypersons and seven Jesuits conduct the corporate affairs of Creighton University.

The early growth of Creighton University and the enlargement of its endowment were due mainly to the benefactions of John A. Creighton and his wife, Sara Emily Creighton.

## **GOALS AND OBJECTIVES**

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

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

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

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

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

### *NONDISCRIMINATION POLICY*

Creighton admits qualified students and hires qualified employees without regard to race, color, religion, sex, national origin, age, disability, marital status, sexual orientation, or veteran status. Its education and employment policies, scholarship and loan programs, and other programs and activities, are administered without unlawful discrimination. The University is taking affirmative action to employ and advance in employment qualified disabled veterans and veterans of the Vietnam-era. The University Affirmative Action Director has been delegated the responsibility for coordination of the University's equal rights efforts. It is also the policy of the University to make all programs and services available to individuals with disabilities. To obtain information on accessibility of buildings and programs or to report problems of accessibility, please contact the Office of the Director of Affirmative Action, Room 232, Administration Building or by telephone (402) 280-3084.

### *SERVICES FOR STUDENTS WITH DISABILITIES*

Services for students with disabilities are provided to qualified students to ensure equal access to educational opportunities, programs, and activities in the most integrated setting possible. Students must make timely and appropriate disclosures and requests (at least five weeks in advance of a course, workshop, program, or activity for which accommodation is requested or such other reasonable time as the particular circumstance of a request for accommodation warrants). Requests for reasonable accommodations are encouraged to be made as soon as possible after acceptance. Each student may be required to submit medical or other diagnostic documentation of disability and limitations, and may be required to participate in such additional evaluation of limitations as may appropriately be required by Creighton University or other agencies prior to receiving requested accommodations. The University reserves the right to provide services only to students who complete and provide written results of evaluations and service recommendations to appropriate University personnel. For more information, contact the Dean's Office or the Office of Disability Accommodations at 280-2749.

### *USING CREIGHTON UNIVERSITY'S EMAIL AS THE OFFICIAL MEANS OF COMMUNICATION*

The Creighton University assigned email 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 email account. Members who choose to manually forward mail from their University email 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 Email address. The University sends much of its correspondence solely through email. 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 Email address.

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

### *GRADUATION RATES*

Creighton University is pleased to provide the following information regarding our institution's graduation/completion rates. The information is provided in compliance with the Higher Education Act of 1965, as amended. The rates reflect the graduation/completion status of students who enrolled during the 2001-02 school year and for whom 150% of the normal time-to-completion has elapsed.

During the fall semester of 2003, 934 first-time, full-time degree-seeking Undergraduate students entered Creighton University. After six years (as of August 31, 2009) 74.6% of these students had graduated from our institution or completed their programs. Questions related to this report should be directed to: John A. Krecek, University Registrar, (402) 280-2702.

#### **While reviewing this information, please bear in mind:**

- The graduation/completion rate is based on six years of attendance that equates to 150% of our longest program.
- We have elected not to report our transfer-out rate because our university's mission does not include providing substantial preparation for students to enroll in other institutions.
- The graduation/completion rate does not include students who left the school to serve in the armed forces, on official church missions, or in the foreign service of the federal government. Students who died or were totally and permanently disabled are also excluded.

### *ACCREDITATION*

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

The College of Business Administration is an accredited member of the Association to Advance Collegiate Schools of Business-AACSB International (graduate and undergraduate programs). The accounting program has been accredited (Type A - baccalaureate) by the Accounting Accreditation Committee of the Association.

The Emergency Medical Services Education Program is fully accredited by the committee on accreditation of Educational Programs for the Emergency Medical Services Professions. The program also is approved by the State of Nebraska.

The School of Nursing offers a baccalaureate program and a graduate program accredited by the Commission on Collegiate Nursing Education. The baccalaureate program also is approved by the State of Nebraska.

The Department of Social Work is an accredited Council on Social Work Education program preparing professional undergraduate social workers.

The teacher education programs of Creighton University are fully accredited by the National Council for Accreditation of Teacher Education for the preparation of elementary, secondary, and special education teachers at the undergraduate level, and for the graduate-level preparation of teachers, school principals and school counselors.

The Schools of Dentistry, Law, Medicine, and Pharmacy and Health Professions are accredited by their respective professional standardizing agencies: American Dental Association, American Bar Association and Association of American Law Schools, Liaison Committee on Medical Education, Accreditation Council on Pharmacy Education, the Accreditation Council for Occupational Therapy Education, and the Commission on Accreditation in Physical Therapy Education.

### CAMPUS FACILITIES

Over 50 buildings make up Creighton’s campus providing excellent facilities for most of the University’s academic and extracurricular activities. Following two decades of phenomenal expansion and growth, emphasis now is placed on beautification of the central campus, particularly a pedestrian mall which has added green space to the heart of the undergraduate living area.

The University campus is about a 15-minute walk from the business district of Omaha. The principal portion extends from Cass Street on the south to Cuming Street on the north and from 20th Street on the east to 30th Street on the west.

### CAMPUS DEVELOPMENT

The most ambitious campus expansion in Creighton’s history is under way. The goal is to create a modern urban campus in a garden-like setting and to deliver a cutting-edge learning and living environment to benefit our students. What we will achieve will advance Creighton into the first rank of the nation’s faith-based and student-centered universities, with broad-based initiatives to enhance academic excellence, healthcare education, and campus life.

An East Campus Village and Urban Garden helps to relieve campus crowding, contribute to the betterment of our urban neighborhood and keep our campus in pace with the spectacular economic development in the city core and along the Riverfront. Our eastward expansion is a key component of the master plan. Green space, plazas, fountains and distinctive signage will beautify the campus, present a unified image and defined boundaries and create for students a focused residential environment in a thriving urban setting.

This new Village/Garden will also contribute to our mission to educate the whole person – mind, body and spirit. With its pleasant new social and recreational spaces, expanded academic facilities, dining and residence spaces, along with safety and security enhancements, this asset will help us to succeed in providing the finest student support. It will also be a visible sign of our commitment to the betterment of the urban neighborhood, which has accommodated us since 1878.

Located on the far side of the East Campus Village/Garden is our new soccer field and stadium. Our student-athletes who excel in the classroom as well as in athletics will become not just a Creighton team but an Omaha team. The Bluejays’ new home matches their national soccer reputation, providing Omaha with a major new sports venue. Our 5,000-seat stadium is within walking distance for students and Bluejays fans who live and work downtown. It is also home to state and regional tournaments at all levels, including NCAA post-season sports.

### Health Sciences Facilities

The Doctor C. C. and Mabel L. Criss Health Sciences Center is made possible largely through the generosity of the late Mabel L. Criss, whose gift commemorates her late husband, Dr. C.C. Criss. Dr. Criss was a Creighton alumnus; the couple founded Mutual of Omaha and United of Omaha.

The Criss Center provides teaching, medical laboratory space, and facilities for the research activities of the faculty of the School of Medicine. Two separate units (Criss II and III) provide classroom and laboratory facilities for instruction of the freshman and sophomore students in the preclinical medical sciences, as well as office and laboratory space for the members of the preclinical faculty. Newly renovated, twin two-level amphitheaters, the connecting link between the two units, form the hub of the academic activities.

The Hixson-Lied Science Building is connected to both Criss and Rigge and provides expansion space for functions of the Vice President of Health Sciences, administration and faculty offices of the School of Pharmacy and Health Professions, offices for the Department of Preventive Medicine, classrooms, common use areas, Arts and Sciences administrative functions, and offices and classrooms for undergraduate science departments.

The space in the existing Criss and Rigge buildings has undergone renovation to provide state of the art research and teaching laboratories.

Creighton University Medical Center, a regional health-care facility with state-of-the-art technology, serves as the major affiliated teaching hospital for the Creighton University School of Medicine. Opened in December of 1977, it is located on Creighton’s west campus at 30th and California Streets and was one of the largest privately sponsored construction projects in the history of Nebraska.

### University Libraries ([www.creighton.edu/libraries](http://www.creighton.edu/libraries))

The libraries of the University and the volumes and microforms they contain are shown below. The totals are exclusive of pamphlets, reports, and similar publications. The Reinert/Alumni Library is the University’s main library.

Reinert/Alumni Library	480,702 Volumes	920,814 Microforms
Law	191,945 Volumes	921,078 Microforms
Health Sciences	243,924 Volumes	51,767 Microforms
	916,571 Volumes	1,893,659 Microforms

### LIVING ACCOMMODATIONS

Creighton University offers on-campus housing for all full-time matriculated students. 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 first two years at the University. 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. A request to be exempt from the residency requirement must be made in writing to the Office of the Associate Vice President for Student Services-Residence Life by July 15th for requests for the upcoming Fall Semester (April 1 for Opus Hall and Davis Square students) and December 1 for the Spring Semester. Only the Associate Vice President for Student Services will be able to permit these exemptions. A resident must be a full-time, matriculated student at the University. If space allows, the University may permit housing of part-time students in University residence halls.

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



The residence hall agreement is for room and board. All freshman and sophomore residents are required to have a meal plan. Students living in Deglman, Gallagher, Kiewit, Swanson, and McGloin Halls must choose from 12, 15, or 19 meals per week. Kenefick Hall residents and sophomores living in Heider must select from these three plans or the SuperFlex meal plan. Residents of Davis Square, Opus Hall, and Heider Hall (except sophomores) may purchase 12, 15, or 19 meals per week, the Super Flex meal plan or the Flex meal plan. A student requesting to be waived from the board plan for medical or other reasons must furnish documentation to the Associate Vice President for Student Services-Residence Life for review. 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 Becker and Brandeis dining areas located adjacent to the campus residence halls. Students on the board plans may also have dinner in other campus retail locations as part of the meal exchange program. More information about dining opportunities is available from Sodexo food service located on the lower level of Brandeis Hall.



The annual room and board rates in University residence halls effective August 2010 are:

Building Type	Room	Annual Rate
Deglman, Kiewit & Gallagher Halls (Freshmen)	Double	\$5220
	Private (if available)	\$7688
Swanson Hall (Freshmen and Sophomores)	Double	\$5456
	Private (if available)	\$8020
McGloin Hall (Sophomores)	Double	\$5628
	Private (if available)	\$8364
Kenefick Hall (Sophomores)	Efficiency Apartment	\$5628
	1 Bedroom Apartment	\$5708
	Private Efficiency Apt.	\$8364
Heider Hall (Sophomores, Juniors, Seniors)	Efficiency Apartment	\$5628
	Standard 1 Bedroom Apartmt	\$5668
	Large 1 Bedroom Apartment	\$5708
	Private Efficiency Apt.	\$8364
Davis Square - 12 month contract (Juniors and Seniors)	2/3/4 Bedroom Apartment	\$639/m
Opus Hall - 12 month contract (Juniors and Seniors)	2/3/4 Bedroom Apartment	\$639/m
Heider Hall-12 month contract (Graduate and family housing)	Efficiency Apartment	\$725/m
	Standard 1 Bedroom Apartmt	\$790/m
	Large 1 Bedroom Apartment	\$833/m
	Two Bedroom Apartment	\$942/m

Board Plans Type	Annual Rate
19 Meals/per week and 40 Dining Dollars/per semester	\$3944
15 Meals/per week and 100 Dining Dollars/per semester	\$3944
12 Meals/per week and 160 Dining Dollars/per semester	\$3944
SuperFlex - Any 120 meals/200 Dining Dollars per semester*	\$2060
Flex - Any 60 meals/200 Dining Dollars per semester**	\$1236

\* Available to Kenefick, Heider, Davis, Opus, Off-Campus Only

\*\* Available to Davis, Opus, Heider (except sophomores), Off-Campus Only

New students must apply to the Department of Residence Life for a residence hall reservation. All students pay a damage deposit of \$100. Each semester's tuition, fees, and room and board charges are payable at the time of registration. However, arrangements may be made to pay monthly installments by using the University's Monthly Electronic Transfer (MET) plan (see page 36).

Room and board rates are subject to change without notice. Any special needs as to age or physical condition requiring special housing arrangements will be given full consideration by the Associate Vice President for Student Services-Residence Life. Questions regarding housing services and facilities may be directed to the Department of Residence Life, Harper Center for Student Life and Learning; telephone (402) 280-3900.

### ***FAMILY HOUSING***

Creighton University has limited space in the apartment-style Heider residence hall for families. A twelve-month lease is required on all apartments except for those graduating at the end of the current semester. Available for families are the large one-bedroom apartments (655 sq. ft.) and two-bedroom apartments (1215 sq. ft.). There are only four two-bedroom apartments in Heider Hall. Family housing is available on a first-come, first-served basis.

### ***OFF CAMPUS HOUSING***

The Department of Residence Life lists information on rentals in the area of campus. The actual arrangements for housing are left to the individual students. The University is not responsible for the rental agreements between students and their landlords. It is suggested that students set aside several days before registering to search, inspect, and contract for suitable housing.

### ***CHILD DEVELOPMENT CENTER***

Students with children may wish to take advantage of the James R. Russell Child Development Center, which is conveniently located at 2222 Burt Street. The Center has reasonable rates, and can accommodate children ranging in age from six weeks through five years. Call (402) 280-2460 for information.

### ***CENTER FOR HEALTH AND COUNSELING***

The Center for Health and Counseling houses both Health Services and Counseling Services. Together these Services are dedicated to promoting healthy life choices as well as serving the health and counseling needs of Creighton students. The two Services cooperate in the care of Creighton students. Located in suite 1034 of the Harper Center. Hours are 8:00 a.m. – 4:30 p.m. Monday and Friday; 8:00 a.m. – 6:30 p.m. Wednesday and Thursday; and 10:00 a.m. – 6:30 p.m. Tuesday during the academic year. Summer hours are 8:00 a.m. – 4:30 p.m. Monday and Friday.

### ***Counseling Services***

Counseling services are available to all full-time Creighton Students. The counseling services are intended to assist all students in their growth, their adjustment to academic and life challenges, and their development of healthy strategies for living. Our services encourage positive health and wellness practices. The staff is sensitive to the cultural and life-style uniqueness of all students. We offer a variety of services to assist with the choices in college life:

- Individual counseling
- Psychological assessment to address academic problems
- Group counseling with groups focusing on women's issues, depression, grief, and transition to college
- Workshops for test anxiety and stress reduction
- Couples counseling
- Psychiatric Consultation

Counseling Services staff (full and part time) consists of four licensed psychologists, three licensed counselors, two pre-doctoral psychology interns, and a Board Certified Psychiatrist.

Call the Center at 280-2735 for an appointment, or drop in. All counseling services are confidential. The Center is accredited by the International Association of Counseling Services. Counseling services are offered at no cost to Creighton students. There is a fee for some psychological assessment services.

### ***Health Services***

Health Services provides a variety of services that will meet the health care needs of most students. Every effort is made to help students obtain appropriate consultation or referral when additional or specialized services are required. A physician, physician assistant, or nurse practitioner provides services. **Services are available to all currently enrolled Creighton University students.**

#### **Services Available:**

- Allergy Injections
- Health and Wellness Promotion
- Immunizations and Flu Shots
- Physical Exams (including Pap Smears)
- Laboratory/Radiology
- Sick Care
- Travel Health

Services are supported by student fees, personal insurance, and/or self pay. Immunizations, laboratory tests, x-rays, splints, specialist referrals, etc. not covered by personal/family health insurance will be the financial responsibility of the student.

**It is essential that a current insurance card be presented at each visit.**

### ***How to obtain Health Services***

Call 280-2735, Monday through Friday. Appointments should be made for all health needs other than emergencies. It is important that you keep scheduled appointments and that you arrive on time. If you will be late or must cancel, please call as soon as possible. Your courtesy will result in the best use of our available appointment times.

### ***Who Provides the Services?***

Physicians, nationally-certified Physician Assistants and Nurse Practitioners are the core provider staff. They are supported by Registered Nurses, Licensed Practical Nurses, Certified Medical Assistants and clerical personnel. Medical specialty and dental care is provided by referral to physicians and dentists who are faculty members of the Schools of Medicine and Dentistry at Creighton University Medical Center. Mental health services are provided by referral to Counseling Services, the Department of Psychiatry in the School of Medicine, psychiatrists, and/or therapists within the community.

### ***Participating Providers***

Our providers participate with most insurance plans. All claims are automatically submitted to the insurance carrier indicated by the student at the time services are provided. It is important to check with your insurance plan to verify the benefit level for services obtained away from home. Some plans require a referral for out-of-network services. The student will be responsible for initiating the referral process required by their insurance company.

### ***After Hours Care***

Urgent care services are available at local urgent care centers. Many of these centers have laboratory and x-ray services and can treat most acute illness and injury. Creighton University Medical Center's Emergency Department is conveniently located adjacent to campus. Any after hours care received will be the financial responsibility of the student. Campus Health Aides are available to students living in the residence halls and can be reached by calling 280-2104.



### ***Services Available During the Summer***

Services provided during the summer are the same as those offered during the academic year. These services are provided through personal health insurance and/or self-pay.

**The Center for Health and Counseling is responsible for maintaining the records that relate to the following University requirements. Please contact us if you have any questions.**

### ***University Immunization Requirement***

All Creighton University Students are required to comply with the University's Immunization requirements. Failure to meet these requirements will result in denial of registration privileges and exclusion from clinical activities. Vaccination requirements follow CDC guidelines and are reviewed annually.

#### ***All Students***

**MMR Vaccine Requirement** For students born after January 1, 1957, 2 MMR vaccines given after the 1st birthday and at least 30 days apart are required.

Positive blood titers for measles, mumps and rubella will meet the MMR requirement if vaccination dates are not available. History of illness does not meet this requirement.

A complete listing of immunization requirements can be found at: <http://www.creighton.edu/student-services/student-health-services/immunization-requirements/index.php>

### ***University Health Insurance Requirements***

It is Creighton University policy that all full time students be covered by a comprehensive health insurance plan\* for the entire academic year.

**NOTE:** The premium for the University-endorsed Student Medical Insurance Plan will remain on the student's account unless the waiver process is properly completed before the deadline. **This information is required on an annual basis.**

\* A comprehensive health insurance plan fulfills the following requirements:

- Coverage for inpatient and outpatient medical care within the Omaha area. (Emergency only coverage does not satisfy this requirement.)
- Coverage for inpatient and outpatient mental health care within the Omaha area. (Emergency only coverage does not satisfy this requirement.)
- Coverage is currently active and maintained for the entire academic year.
- Offers a lifetime maximum of at least \$250,000 in coverage per accident or illness.

\* Automatic enrollment in the University-endorsed Plan will occur and the tuition statement will reflect a charge for the entire premium when the Center for Health and Counseling becomes aware of a lapse in the student's health coverage.

### ***Creighton University Student Medical Insurance Plan***

As a service to students, the University endorses a comprehensive health insurance plan. This plan is available at a reasonable group rate and provides year-round coverage, wherever the student may be, as long as the semi-annual premium is paid.

Contact the Center for Health and Counseling for complete details at the Harper Center, Room 1034, Phone: (402) 280-2735, Fax: (402) 280-1859.

### ***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, class reunion activities, spiritual direction, community service projects, college/school specific activities, young alumni activities, regional events, career networking and social networking. A Student Alumni Association also exists to introduce students to the activities of the Alumni Association while attending the University. Program plans, along with information on the Alumni Association, can be found on the web at <http://www.creighton.edu/alumni>.

### ***GRADUATE STUDENT GOVERNMENT***

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



## THE GRADUATE SCHOOL

The Graduate School was formally established as a separate division of Creighton University in 1926, although the first master's degree was conferred by the University in 1893.

### PURPOSE

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

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

### THE GRADUATE SCHOOL MISSION STATEMENT

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

### THE GRADUATE SCHOOL VISION STATEMENT

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

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

### GRADUATE SCHOOL GOALS

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

At the completion of their programs, graduates will:

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

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

## ORGANIZATION OF THE GRADUATE SCHOOL

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

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

## THE GRADUATE FACULTY

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

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

The duties of the graduate faculty include the following:

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

## NATURE OF GRADUATE STUDY

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

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

The graduate curriculum is designed to provide the student advanced study in a selected discipline or in an interdisciplinary program. All courses listed in an advanced degree program must be graduate or advanced upper-division courses approved by the student's graduate committee and graduate advisor.

## ONLINE STUDY

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

## STUDENT'S PLAN OF STUDY

Upon matriculation the student, in conjunction with their advisor, will identify his/her specific objectives. The advisor will aid the student in constructing a *Plan of Study*, which should be formulated during the first semester (nine to 12 semester credit hours) in residence for a master's degree or within the first year (30 semester hours) for the Doctor's degree. The formal acceptance of a plan of study will then establish the courses, experiences, and research endeavors expected in meeting the degree requirements of the program. Prerequisite deficiencies should be included in the *Plan of Study*, although they may not contribute to the minimum credit requirements for the degree. The curriculum will ordinarily culminate with a general comprehensive examination and/or defense of thesis or dissertation. Graduate students pursue a plan of study under either Plan A, which requires a thesis, or Plan B, which does not.

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



## ADMISSION

It is the admission policy of Creighton University to accept qualified students within the limits of its resources and facilities. See also the University's *Nondiscrimination Policy* on page 16.

### GENERAL REQUIREMENTS

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

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

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

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

### APPLICATION PROCEDURE

Applicants to graduate programs (except those in the College of Business Administration or School of Nursing) should contact the Graduate School to obtain a formal application. An applicant seeking admission to the Master of Business Administration, Master of Security Analysis and Portfolio Management or Master of Science in Information Technology Management Graduate Program, must contact the Graduate Business Program Coordinator in the College of Business Administration and obtain the appropriate application form. Applicants to the Master of Science in Nursing must contact the graduate coordinator in the School of Nursing to obtain the appropriate application information. Links to the online application can be found on the Graduate School website at <http://www2.creighton.edu/gradschool>.

In general, anyone seeking admission to a graduate program must submit the following credentials to the Dean of the Graduate School or the Graduate Business Program Coordinator or the Graduate Nursing Coordinator:

1. A completed formal application for admission together with a \$50 (nonrefundable) application fee.
2. An official transcript of all college work attempted sent direct from each institution attended. Photocopies from students are not acceptable.
3. Graduate Record Examination (GRE) scores or Graduate Management Admission Test (GMAT) scores. LSAT and MAT scores are acceptable for applicants to the Negotiation and Dispute Resolution program. MCAT or DAT scores are acceptable for applicants to the Clinical Anatomy program.

4. In general, three letters of recommendation/evaluation by persons familiar with the student's academic background, potential, and achievements and personal qualities are required for students seeking admission.
5. All foreign applicants are required to take the Test of English as a Foreign Language (TOEFL) and have the scores sent to Creighton unless they can demonstrate proficiency in English in some other way.

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

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

### SPECIAL STUDENT APPLICATIONS

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

### ADMISSION TESTS

GRE or GMAT scores are required for unconditional admission to all Creighton graduate programs. Applicants for the program leading to the degrees of *Master of Business Administration* (M.B.A.), *Master of Security Analysis and Portfolio Management* (M.S.A.P.M.) and *Master of Science in Information Technology Management* (M.S. -I.T.M.) must have submitted scores on the Graduate Management Test (GMAT). Applicants to the M.S. program in Negotiation and Dispute Resolution may submit scores on the LSAT or MAT in lieu of GRE scores. Applicants to the Clinical Anatomy program may submit MCAT or DAT scores.

The GRE requirement may be waived for students who hold a previous masters degree. Waiver of this requirement is contingent on an assessment of all elements of a student's record by the department or program to which the student seeks admission. The GRE is not required for admission to the M.S. programs in Nursing or Educational Leadership, the M.A. programs in Christian Spirituality, Ministry and Liberal Studies, nor the M.Ed programs in elementary or secondary teaching.

GRE and GMAT tests are administered by appointment at designated test centers, usually on college campuses, throughout the United States, Canada, and other countries. For further information, contact either the Dean of the Graduate School, Creighton University, the Educational Testing Service ([www.ets.org](http://www.ets.org)), Princeton, N.J. for the GRE test or Pearson VUE, Bloomington, Minn. for the GMAT.

### *Graduate Record Examination (GRE)*

The GRE Aptitude Test is required of all applicants except those entering the Master of Business Administration (M.B.A.), Master of Security Analysis and Portfolio Management (M.S.A.P.M.), M.S. programs in Nursing, Information Technology Management, and Educational Leadership, M.A. programs in Christian Spirituality, Liberal Studies, Ministry, and the M.Ed. programs in elementary and secondary teaching. The GRE Aptitude Test measures the general verbal, mathematical (quantitative), and analytical writing abilities of college seniors or graduates who plan to undertake graduate studies. The GRE Advanced Tests are designed to measure comprehension and knowledge of subject matter basic to graduate study in specific fields. Furthermore, students who may have weak undergraduate credentials are well advised to strengthen their cases for admission by presenting both the GRE Aptitude Test scores and scores on the GRE Advanced Test available in the subject of their proposed graduate study.

### *Graduate Management Admission Test (GMAT)*

GMAT scores are required for all applicants in the Master of Business Administration, Master of Security Analysis and Portfolio Management, and Information Technology Management programs. The Graduate Management Admission Test (GMAT) is an aptitude test designed to measure certain mental capabilities important in the study of management at the graduate level. It contains questions that test one's ability to read, understand, and reason logically with both verbal and quantitative material. The test is not a measure of achievement or knowledge in any specific subject, and one is neither required nor expected to have had undergraduate preparation in business subjects.

### *Law School Admissions Test (LSAT)*

Acceptable LSAT scores can also be used for all applicants in the Master of Science program in Negotiation and Dispute Resolution.

### *Miller Analogies Test (MAT)*

Acceptable MAT scores can also be used for all applicants in the Master of Science program in Negotiation and Dispute Resolution.

## **EVALUATION AND SELECTION**

The Office of the Dean of the Graduate School compiles the applicant's file (application form, transcripts, GRE scores, letters of evaluation) for all programs with the exception of the Graduate Business Programs and the M.S.N. program. The completed file is forwarded to the appropriate program director for computation of grade-point averages (GPA) for major and support areas, review and recommendation. Recommendations for admission include evaluation by a sponsor (the prospective student's potential faculty advisor) if other than the program director.

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

Students will be notified by the Dean of the Graduate School regarding final action and disposition of the application.

The Graduate Business Program Coordinator compiles the applicant's file for the Master of Business Administration, Master of Security Analysis and Portfolio Management and Master of Science in Information Technology Management programs. Students will be notified by the Graduate Business Coordinator regarding final action and disposition of the application.

The Graduate Nursing Coordinator compiles the applicant's file for the M.S.N. Students will be notified by the Assistant Dean for Student Affairs regarding final action and disposition of the application.

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

### *Provisional Admission*

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

## **ADMISSION OF INTERNATIONAL GRADUATE STUDENTS**

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

Candidates for admission from foreign countries must present original and complete educational credentials. Ability to speak and write correct grammatical English is imperative. All foreign applicants are required to take the Test of English as a Foreign Language (TOEFL) and have the scores sent to Creighton unless they can demonstrate proficiency in English in some other way. In general, acceptance into the University may be granted if the candidate's credentials indicate satisfactory preparation for admission and if the candidate's TOEFL score is 550 on the Paper-based Test (PBT) or 80 on the Internet-based Test (iBT) at the graduate level. 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. Individual programs may require higher minimum TOEFL scores.

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

Creighton University requires all registered students who are not permanent U.S. residents or U.S. citizens to enroll in Creighton's health insurance group plan offered for international students. The insurance is valid anywhere in the world during the policy term except the student's home country or country of regular domicile. Coverage for dependents is also available. For more information, contact the Office of International Programs, 280-2221.



## CLASSIFICATION OF STUDENTS

### *Applicants for Degrees*

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

### *Nondegree Students*

Nondegree (special) students are understood to have at the time of registration no intention of applying for a graduate degree at Creighton University. Should the student later decide to pursue a degree, nine semester hours is the maximum advanced-standing credit allowed in this event. Nondegree seeking students are still expected to perform at a level expected of graduate students. Students who do not perform at a satisfactory level may not be permitted to take additional courses, or may not be accepted as degree seeking students.

### *Auditing Courses*

Students will be permitted to register as auditors only for exceptional reasons and with the explicit authorization of the Dean. A graduate student may not enroll in more than 12 credits of coursework as an auditor. Not all courses are open to auditors. Auditors are not held responsible for the work expected of regular students, are not admitted to examinations, and receive no grade or credit for the course. Regular attendance 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 in Spring and Fall Semesters.

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

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

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

## UNDERGRADUATE STUDENTS IN GRADUATE COURSES

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

## REGISTRATION

Students must register for each term (semester, summer session, etc.) in which they expect to engage in study. Registration is to be completed within the period specified for a given term. No graduate credit applicable to a degree will be allowed unless a student has formally registered for graduate work at the time of registration for that course. To facilitate the registration process, continuing students should consult with their academic advisor and participate in the registration process through their N.E.S.T. account as specified for the coming term. Students who did not complete registration during the previous semester may register on campus during late registration.

Graduate students, under the guidance of the program director, should plan their work carefully so that no changes in the student's Plan of Study (See page 46) should be necessary. When changes seem advisable, they may be made with the approval of the Program director or major advisor.

### *Special/ Terminal Registration*

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



## ADJUSTMENTS AND WITHDRAWALS AFTER REGISTRATION

### Changes in Registration

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

### Dropping Courses

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

### Withdrawal from the University

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

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

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

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

## FINANCIAL ARRANGEMENTS

Tuition and fees, and board and room charges are payable at the time of registration for a semester. However, arrangements may be made to pay monthly installments by using the University's Monthly Electronic Transfer (MET) plan. Participants in this plan will be limited to the unpaid balance after all financial aid credits have been applied. Folders describing the payment plans and services of MET are mailed to prospective and returning students during the summer.

Students are encouraged to pay tuition and other expenses online via their NEST account. The University will cash small checks for students. (There is a \$200 limit for each student per day in the Business Office.) However, the University reserves the right to revoke or to deny this privilege to any individual at any time.

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

## TUITION AND FEES

Ordinarily tuition and fees and board and room charges are payable in advance for an entire semester or summer session (see Financial Arrangements).<sup>1</sup> All rates are subject to change without notice.

*Application fee* for admission as a regular student ..... \$50.00

### TUITION PER SEMESTER-HOUR CREDIT (rates effective August 2010):

a. For courses numbered below 600 .....676.00  
b. For courses numbered 600 and above .....676.00

#### Tuition Rates for Online Programs:

Werner Institute for Negotiation and Dispute Resolution .....909.00  
Security Analysis and Portfolio Management .....957.00  
Health Care Ethics .....720.00  
Interdisciplinary Ed.D. in Leadership .....850.00

#### Tuition Rates for Special Programs:

Professional Science Master's in Bioscience Management .....1,333.00  
Oral Biology (per semester) - Year One/Year Two .....14,434.00/11,324.00

#### Student Health Insurance Premium for six months for graduate students

registering for eight or more semester hours<sup>2</sup> .....939.00

*Laboratory fee* — for each lab course offered by medical departments .....50.00

*Laboratory fee*-physics for each lab course .....42.00

#### University Fee per semester for campus graduate students

registering for eight or more semester hours .....474.00

*University Technology Fee* for all full-time campus students per semester .....202.00

*University Fee* for all part-time campus students per semester .....49.00

*University Technology Fee* for all part-time campus students per semester .....82.00

*Graduate Nursing Academic Program fee* per semester (3 semesters) .....79.00

*Graduate Record Examination fee* .....160.00

*Graduate Management Admission Test fee* .....225.00

*Late payment fee* ..... (See Late Payment Policy-page 37)

#### Special examination/evaluation fee each such examination

or other learning assessment .....15.00

#### Recording fee for each credit hour awarded on basis of examination or

other special learning assessment .....10.00

*Thesis binding fee* (graduate) per copy .....25.00

*Transcripts*<sup>3</sup> .....(no charge)

*Board and room rate* per semester ..... (see page 21)

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

<sup>1</sup> Registration is not complete until financial arrangements have been made.

<sup>2</sup> This charge may be waived if the student presents evidence that he or she carries insurance that provides coverage at least comparable to the student insurance offered by the University.

<sup>3</sup> Transcripts, grade reports and diplomas are released only when all outstanding balances have been paid.

### LATE PAYMENT POLICY

A late payment fee will be added to charges assessed at registration that remain unpaid after the period for late registration. This fee is \$145 for the first month and an additional \$75 for each subsequent month that the account remains unpaid. Accounts with unpaid balances under \$500 will be subject to a \$145 fee the first month and \$60 each month thereafter. Students with questions regarding their financial responsibilities are invited to contact the Business Office to set up an appointment for individual counseling.

#### Special Tuition Rates for Teachers and School Administrators and Students enrolled in the Christian Spirituality Program

Teachers and school administrators who are employed full time in public or private elementary or secondary schools and persons who work on a consistent full-time or part-time basis in specific church ministries may take one course each semester (fall and spring) and up to 6 semester credits during the summer term at Creighton at a tuition discount of 50 percent of the regular per-credit-hour rate. An additional discount of 25 percent is available for Catholic School educators who are enrolled in the Graduate School. Students must complete an Application for Teacher Improvement Remission verifying employment status. These forms are available in the Graduate School Office. Telephone: (402) 280-2870.

The University also reserves the right to exclude certain programs from this special discount. The following programs are currently excluded: Master of Business Administration, MS-ITM, MS-NDR, the Master of Security Analysis and Portfolio Management. In the future, other programs may be added or deleted without notice.

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

#### Military Discounts

Military personnel, National Guard members, military reservists, and Department of Defense civilians and civilian contractors are eligible for tuition discounts for select graduate programs. A 50 percent tuition discount is available for graduate programs in International Relations, Atmospheric Sciences, and Physics. A 30 percent tuition discount is available for graduate students in the MBA, MS in ITM, or MSAPM on-campus programs. Contact the Graduate School for more information.

### WITHDRAWALS AND REFUNDS

Students withdrawing before the end of a semester will be charged tuition and recurring fees on the following basis:

<i>Period of attendance from start of term</i>	<i>Percent of the semester rate to be charged</i>
During the first week.....	10%
During the second week.....	20%
During the third week.....	40%
During the fourth week.....	60%
During the fifth week.....	80%
Over five weeks.....	100%

Students withdrawing before the end of a summer session or before the end of a 7- or 8-week term will be charged tuition and recurring fees on the following basis:

<i>Period of attendance from start of term</i>	<i>Percent of the semester rate to be charged</i>
One or two class days.....	10%
Three through seven class days.....	40%
Eight through 12 class days.....	80%
Over 12 class days.....	100%

Students withdrawing before the end of the Pre-Session will be charged tuition and recurring fees on the following basis:

<i>Period of attendance from start of term</i>	<i>Percent of the semester rate to be charged</i>
One or two class days.....	10%
Three through five class days.....	40%
Six or seven class days.....	80%
Eight or more class days.....	100%

Refunds of room rent due to withdrawal from the University will be prorated on a weekly basis.

Nonrecurring fees, the application fee, the University fee, University technology fee and penalty fees will be charged in full, regardless of the period of attendance.<sup>2</sup>

Full time students who drop courses after the last day for late registration but remain full-time (12 or more credit hours) receive no refund. If a full-time student drops to part-time status, refund of the difference between the full-time tuition charge and the per-credit-hour charge for the courses being continued will be made in accordance with the schedule applicable in the event of total withdrawal. Students assessed tuition per credit hour, including part-time students, graduate students and students in a summer session, will be charged for courses dropped in accordance with the schedule applicable in the event of total withdrawal.

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

1 Class day is any day of the term when any class is in session, regardless of whether or not a specific course is scheduled to be held on that day.  
 2 The nonrecurring, penalty, and special service fees include deferred payment, University fee, University technology fee, late payment, special examination/evaluation, challenge examination, recording, tuition remission administrative fee, orientation fee and locker.



## STUDENT FINANCIAL AID

To be considered for financial aid, a student must be accepted for admission as a degree-seeking student.

### APPLICATION PROCEDURES

1. Apply for admission into Graduate School. No financial aid commitment can be made until a student is accepted for admission.
2. Complete the Free Application for Federal Student Aid (FAFSA) after January 1.
3. Newly admitted students will be sent an award notification with instructions to go on-line to accept the aid offer. Returning graduate students will be sent an email notification when the aid offer is ready.
4. Students wishing to receive aid during the summer term need to complete a Summer Aid Application each year. The Summer Aid Application is available on the Financial Aid web page, under Commonly Used Forms. The Financial Aid Office's webpage is found at [www.creighton.edu/financialaid](http://www.creighton.edu/financialaid).

### GRADUATE FELLOWSHIPS

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

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

### DOCTORAL FELLOWSHIPS

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

### MASTER'S FELLOWSHIPS

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

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

### GRADUATE SCHOLARSHIPS/AWARDS

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

#### *The O'Neill Annual Scholarship*

This scholarship was established to assist students enrolled in Creighton's Master of Arts in Ministry program who demonstrate financial need. The Graduate School Dean and/or the program Director select the recipient(s) from eligible students on an annual basis.

#### *Rev. Norbert P. Loehr, S.J. Endowed Magis Scholarship*

This scholarship was established to provide assistance to students in the Magis Catholic Teacher Corps. Proceeds may be used to provide tuition assistance, monthly stipends, medical insurance, housing, and university fees.

#### *The Maureen Hamilton Award*

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

#### *The Mary Alice Engels Scholarship*

This scholarship is presented annually to a graduate student in Education or Counseling who demonstrates financial need.

#### *Leo Jacks Scholarship*

Scholarship provides assistance to Catholic School teachers pursuing graduate education.

#### *Bishop Sheets Scholarship*

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

#### *Graduate School Scholarship/ Tuition Assistance*

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

## LOAN FUNDS

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

### *Federal Direct Subsidized Student Loan*

The Federal Direct Student Loan is a long-term, low-interest loan borrowed from the federal government. All applicants must file a FAFSA before their eligibility for the Federal Direct Loan program can be determined. The amount that a student may borrow depends on the student's financial need but may not exceed the yearly limit which is \$8,500 per year.

Loan fees may be deducted from the gross loan amount requested at the time of disbursement. No interest accrues on the loan until the student graduates, leaves school, or drops below half-time enrollment. The interest rate is fixed at 6.8 percent.

### *Federal Direct Unsubsidized Student Loan*

This loan is nearly identical to the description above, except the Federal government does not provide in-school interest benefits. This loan accrues interest while enrolled. The aggregate amount which may be borrowed under the Federal Direct Subsidized and Unsubsidized Loan and/or the Federal Stafford Loan Program is \$138,500, including any undergraduate borrowed amounts. The annual maximum is \$12,000, depending on other aid received. Accrued interest will be added to the principle balance at graduation or whenever a student is enrolled less than half time.

### *Federal Direct Grad PLUS Loan*

Graduate and professional students can borrow through the Federal Direct Grad PLUS program. Students can borrow up to the maximum of the cost of attendance less other financial aid. The Federal Direct Grad PLUS Loan accrues interest during enrollment but repayment can be deferred while a student is enrolled at least half time and has a fixed interest rate of 7.9 percent. Repayment will begin 6 months after graduation or less than half-time enrollment. Accrued interest will be added to the principle balance at graduation or whenever a student is enrolled less than half time.

### *Easing Tuition Payments*

Creighton University conducts its own Monthly Electronic Transfer (MET) program in cooperation with the student's local bank. Through this plan, students can make tuition payments in ten equal monthly installments. There is a service charge for this option. MET allows students to budget in regular installments the out-of-pocket expenses that remain to be paid after all financial aid is deducted from total costs. Contact the Business Office for further information.

## Important

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

## STUDENT EMPLOYMENT

Departments and offices on campus hire a number of students each year. Many office jobs are filled by Federal Work-Study students, but other jobs are also available on campus, i.e., environmental services, dormitory desk work, food service, libraries, Development, Kiewit Fitness Center, and the Student Center.

The Student Employment Office maintains up-to-date listings of both on-and-off-campus part-time and summer jobs. These listings are available through the University's web site under the financial aid/student employment page.

## FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS

Graduate School students are eligible for financial aid consideration for a total of 45 credit hours attempted or until the Masters degree is conferred, whichever comes first. Graduate students must maintain a cumulative QPA of 3.0 and successfully pass 75% of all credit hours attempted.





## ADMINISTRATION AND POLICIES GOVERNING GRADUATE STUDY

### *STUDENT RESPONSIBILITY*

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

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

### *THE ACADEMIC YEAR*

The academic year is divided into two semesters. The first begins in late August and ends before the Christmas holidays; the second begins in mid-January and ends in May.

There is a one week midsemester holiday in the fall, a short Thanksgiving recess, a winter vacation of approximately a month between semesters. There is a week midsemester holiday and a short Easter recess in the spring.

### *SUMMER AND SPECIAL SESSIONS*

The annual Summer Session includes a three-week pre-session and two five-week terms. There are also two special terms for graduate courses in business and the online programs in security analysis and portfolio management, and negotiation and dispute resolution. These offer significant opportunities to students who wish to accelerate their studies and satisfy degree requirements or other interests, to teachers who wish to obtain credit for state certificates and/or for professional improvement, etc. A variety of short workshops and institutes on topics of current interest are part of each summer's offerings.

Students may register in one, two, or all three of the basic components of the Summer Session: The Pre-Session, Term 1, and Term 2. The student may earn three credits in the Pre-Session and up to six semester hours of credit in each of the two five-week terms. Master of Business Administration, Master of Security Analysis and Portfolio Management, and Information Technology Management students may register for six credit hours during each of the two special sessions (Term 1B and Term 2B) designed for their programs.

There are also special seven- and eight-week terms for the online programs in security analysis and portfolio management, and negotiation and dispute resolution.

### *UNIT OF INSTRUCTION*

The semester hour is the unit of instruction used for computing the amount of work required for graduation. One semester hour is equivalent to one 50-minute period of recitation or lecture per week for one semester. Two or three 50-minute periods of laboratory ordinarily are considered equal to one period of recitation or lecture.

### *COURSE LEVELS*

The arrangement and numbering of course offerings according to levels, from introductory and fundamental to advanced, is explained in the introduction to the section on Courses of Instruction. Under the numbering system, lower-division courses are numbered from 100 to 299; upper division from 300 to 499; advanced upper division courses in which student may enroll and receive graduate credit 500-599; and graduate from 600 to 999.

### *CLASS ATTENDANCE*

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

### *ACADEMIC LOAD*

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

### *RESIDENCE*

Only students pursuing a master's degree in basic sciences areas requiring substantial laboratory time will be required to pursue full-time study in residence for a minimum of one academic year. Exceptions require approval of the Graduate Dean. Students pursuing other master's degrees may complete all course work on a part-time basis. A minimum of 24 credit hours must be completed in attendance at Creighton University. All work for the master's degree must be completed within six calendar years from the date of credit for the first graduate course in the program. Prerequisite courses taken at the beginning of a planned program do not count in the time determination. Students may, under extraordinary circumstances, petition the Graduate Dean for an extension. If a program is prolonged, courses taken at the beginning of the period may not be counted toward the required credits for the degree.

Doctoral students in the basic sciences areas must complete at least 60 credit hours of full-time course work in residence at Creighton University. Doctoral degree course work must be completed within eight calendar years from the date of credit for the first graduate course in the program.

### *TRANSFER OF CREDIT*

A graduate student's degree program needs to be undertaken primarily at the direction of Creighton's faculty. Credit earned with grades "A" or "B" at other accredited graduate institutions may be considered for transfer at the time a student's plan of study is constructed. The acceptance of credit offered for transfer will be determined by the Graduate Dean upon recommendation of the program director. Ordinarily, no more than six transfer credits will be applicable toward a master's degree, nor will more than thirty transfer credits offered by the recipient of a master's degree from another institution be applicable to doctoral studies at Creighton. Prerequisite undergraduate courses will be accepted in the plan of study (but not count as degree credit) provided they are taken from fully-accredited undergraduate colleges. Allowance of credit toward a graduate degree for courses taken as a Special Student (nondegree status) in the Graduate School may not exceed nine semester hours, except in the case of hours earned in pre-approved certificate programs.

### *THE DEGREE PROGRAM PLAN OF STUDY*

The student must consult with his or her graduate faculty advisor to prepare a degree program Plan of Study within the first 12 semester hours of residence for a master's degree, and within the first year of doctoral study. The advisor and the student together will draw up a Plan of Study to be endorsed by the program director, major advisor or research advisory committee. The Plan of Study for doctoral students will be forwarded to the Graduate Dean. The Plan of Study for master's students should be maintained in the departmental files. The program should list the following:

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

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

### *Policy Statement on Readings and Independent Study Courses*

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

### *THESIS, DISSERTATION AND PROJECT STUDIES*

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

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

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

## GRADING GUIDELINES

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

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

## GRADING SYSTEM

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

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

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

## Pass/No Pass Option

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

## Incomplete and Absence from Final Examination

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

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

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

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

The I does not affect the grade-point average. However, should a student have more than one-third of his credits for a single registration period outstanding as Incomplete he will not be permitted to reregister for additional graduate credit until the incompletes are cleared.

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

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

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

When an "I" or "X" (original entry) is cleared and a final grade, either passing or failing, is assigned, the final grade is entered on the student's permanent academic record beside the "I" or "X" and the "I" or "X" is bracketed by parentheses. Hence, these marks remain permanently on the student's record.

## GRADE REPORTS

Grade reports are made available to students at the end of each term (semester or summer) via the web. Access to the system may be gained by accessing Banner Self Service (Registrar's home page) and entering the student's ID number (typically the student's NetID) and the student's PIN.

## QUALITY REQUIREMENTS

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

A minimum grade of "B" is required to earn graduate credit in 500-series (advanced undergraduate) courses; in courses numbered 600 and above, open exclusively to graduate students, the minimum satisfactory grade is "C." It does not follow, however, that minimum satisfactory grades will qualify for a degree. Graduate degrees will not be awarded to students who do not possess an overall average of "B" in the graduate program. Furthermore, graduate students are allowed to incur "C" grades in no more than six semester hours. "C+" or "B+" grades are not applicable to rating graduate students in courses being taken for graduate credit (500-series and above.)

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

## ACADEMIC PROBATION

A graduate student who has been in good standing, but whose cumulative GPA falls below 3.0 at the end of any term is placed on academic probation. A student who fails to remove the probationary status by regaining a cumulative 3.0 GPA within one semester of full-time enrollment or its equivalent (8 credit hours) will be dismissed from the Graduate School.

## ACADEMIC DISMISSAL

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

## DISCIPLINE

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

The University has the right and duty to protect its educational purpose through setting and maintaining standards and regulations considered essential to its purpose. The *Student Handbook* describes disciplinary procedures and penalties, which may include suspension or expulsion from the University.

## LEAVE OF ABSENCE PROGRAM (LOAP)

A Leave of Absence is a planned interruption in a student's formal education. A graduate student may request a Leave of Absence for medical necessity, financial hardship, or other reasons as deemed acceptable by his/her major advisor (if applicable) and the graduate program director. A leave of absence is not intended for students who wish to temporarily attend another college or university.

In order to be eligible for a Leave of Absence, a graduate student must have completed one semester of graduate study at Creighton University and be in good academic standing. A leave of absence may not exceed one calendar year.

Students requesting a Leave of Absence should complete a Leave of Absence Request Form and submit it to their major advisor and/or graduate program director. Upon endorsement by the major advisor and/or program director, the form will be sent to the Graduate School for approval by the Dean, and then filed.

Following the leave of absence, a request for reinstatement or re-entry to the graduate program should be submitted in a timely manner. The student's advisor or program director will consider the request for re-entry and work with the student to develop a plan of study.

If a leave of absence is granted to a doctoral student in candidacy, the time limitation of completing all other requirements within four years after passing the qualifying examination shall be extended by the same time as the length of the leave.

Students are not eligible for financial support (including fellowships or assistantships) during the leave of absence. Resumption of financial support is not guaranteed upon re-entry to the graduate program.

The principal advantage of LOAP is that it offers a student the opportunity to leave college temporarily with the assurance that he/she will be able to return and resume his/her studies with a minimum of administrative difficulty. Because the leave is initially approved by the College and officially recognized as a leave of absence, the student is able to be away from the College and still maintain a close tie with it.

Students in this program are considered "on leave" by the University and will not be classified as enrolled students; however, they will be eligible for services of the Career Planning and Placement Center and limited use of library facilities.



## APPEALS AND PETITIONS

### Grade Appeals

The instructor has jurisdiction in determining grades; however, the student has the right to appeal a final course grade that the student believes to be arbitrary or capricious. "Arbitrary or capricious" is defined as "the assignment of a final course grade through means that are erratic, irregular, or inconsistent with grading policies published in the course syllabus and/or inexplicably different from those applied to other students enrolled in the same course." The appeal process will 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 chair of the department or program director.
3. 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, or lightly dismissed by an instructor. A formal written grade appeal may be made no later than the sixth week of the following semester. Under ordinary circumstances, the Graduate Board does not hear appeals of a passing grade.
4. For grade appeal issues brought before the Graduate Board, the specific charge to the Board regarding a grade appeal is to assess whether the mechanisms utilized by the faculty member to determine the grade in question were applied consistently and fairly to all students enrolled in the course, and, if not, to identify specifically which evaluation mechanisms were arbitrarily or capriciously applied. The Board will not attempt to determine the grade to be received by the student. The Board's decision will be reached by a simple majority vote.

### Dismissal Appeals

A student has the right to appeal a dismissal from the Graduate School by filing a petition for reinstatement within 10 working days of the date of the written notice of dismissal from the Graduate School. A petition for reinstatement should be submitted in writing to the Dean and indicate the reasons the student feels s/he should be reinstated. A letter of support from the student's major advisor, graduate program director, or other faculty member must also be submitted to the Graduate Dean. Issues of dismissal and reinstatement are heard by the Graduate Board. A dismissed student appealing for reinstatement has the right to attend classes and exercise the privileges of all other graduate students pending the outcome of the appeal, except in cases where there are reasons related to the physical or emotional welfare of the student or others, or reasons involving the safety of persons or property. The decision of student status will be made by the Dean, upon recommendation of the Graduate Board.

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

## GRADUATE SCHOOL POLICY ON ACADEMIC RESPONSIBILITY OF GRADUATE STUDENTS

### Rationale

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

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

### Policy on Academic Honesty

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

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

Further information regarding academic or academic-related misconduct, and disciplinary procedures and sanctions regarding such misconduct, may be obtained by consulting the current edition of the *Creighton University Handbook for Students*. However, students are advised that expulsion from the University is one of the sanctions which may be imposed for academic or academic-related misconduct.

The University reserves the right to modify, deviate from, or make exceptions to the foregoing or to the *Handbook for Students* at any time, and to apply any such modification, or make any such deviation or exception applicable to any student without regard to date of admission application or enrollment.



## *STUDENT PROGRESS*

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

## *ADMISSION TO CANDIDACY FOR AN ADVANCED DEGREE*

Admission to the Graduate School does not imply admission to candidacy for the Ph.D. degree. In order to be advanced to candidacy for the Ph.D. degree a student must have previously been admitted to the Graduate School, have completed approximately half the number of hours in the degree program, and passed the comprehensive examination. For the master's degree, however, the comprehensive examination can be used either to advance students to candidacy for the Ph.D. or, to measure terminal learning outcomes at or near the completion of the program of study.

## *COMPREHENSIVE EXAMINATION*

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

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

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

## *THESIS EXAMINATION OR DISSERTATION DEFENSE*

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

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

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

## *APPLICATION FOR DEGREE/APPLICATION FOR CERTIFICATE*

Each candidate must file with the Registrar a formal application for the degree or certificate. This must be done in advance of the time one wishes to receive the degree, namely, by October 1 for graduation at the end of the First Semester, by February 15 for graduation at the end of the Second Semester, and by June 15 for graduation at the end of the Summer Session.

If for some reason a degree or certificate is not awarded after application is made, it will be necessary for the student to file another Application for Degree or Application for Certificate by the deadline of the term when the degree or certificate requirements are expected to be met.

Eligibility of a student for a degree or certificate depends on successful completion of all requirements established for the degree sought. Further, to receive a degree or certificate a candidate must be of good moral character and must have discharged all financial obligations to the University.

## *COMMENCEMENT*

Annual University Commencement ceremonies are held in May and December. Students who complete their degree programs in the Spring Semester **are required to be present** at the Annual Commencement Exercises in May to receive their degrees. Students who complete their degree programs in the Fall Semester may attend Commencement ceremonies in December. Diplomas will be mailed upon confirmation of the completion of all degree requirements by the respective Dean. Students who complete their degree programs during the summer receive their degrees at the end of the Summer Sessions, but no ceremony is held; these students may participate in the preceding May Commencement if their advisor and program director have sufficient evidence to reasonably assure the student will complete all requirements for an August degree conferral. All candidates who receive degrees at the end of a Fall Semester or Summer Session are listed in the next Annual Commencement Program.

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

To participate in the May Commencement, a candidate must have successfully completed all degree requirements and must be approved for graduation, or be able to and plan to complete all requirements by the date for conferral of degrees in the following August. The respective deans of the Schools and Colleges of the University shall have the responsibility for clearing all participants in the Commencement. Those participants in the May ceremony who have not completed all degree requirements shall be so designated in the Commencement Program.

## CONFIDENTIALITY OF STUDENT RECORDS

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

1. The right to inspect and review the student's educational 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 access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the official to whom the request was submitted, that official shall advise the student of the correct official to whom the request shall be addressed.

2. The right to request the amendment of the student's educational records that the student believes are inaccurate or misleading.

Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosures without consent.

One exception which 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, Deltak edu, or the National Clearinghouse); a person serving on the Board of Directors; 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.

A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill their professional responsibility.

Upon request, the University discloses educational records without consent to officials of another school in which the student seeks or intends to enroll.

FERPA also allows the University to disclose directory information without the written consent of the student. Directory information is information contained in an educational 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, telephone number(s), date and place of birth, dates of attendance, division (school or college), class, major field(s) of study and/or curriculum, degrees and awards received, participation in officially recognized activities and sports, weight and height of members of athletic teams, photograph, 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 completing and filing with the Registrar's Office a statement entitled "Student Request To Restrict Directory Information." Such filing of this request shall be honored for the remainder of the term in which the request is filed, except that such restriction shall not apply to directory information already published or in the process of being published.

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

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

Family Policy Compliance Office  
U.S. Department of Education  
600 Independence Avenue, SW  
Washington, DC 20202-4605

## TRANSCRIPTS

A copy of a student's academic record is called a transcript and is issued by the University Registrar upon written request of the student. A special Request For Transcript form is available at the Registrar's Office, A226 or on the Registrar's website <http://www2.creighton.edu/registrar/services/academictranscripts/>. Copies are not made of transcripts of records on file from other institutions. Any additional copy of these must be requested by the student direct from the original issuing institution.

# THE GRADUATE PROGRAMS

## DEGREES AND MAJOR FIELDS OF STUDY

### Master of Arts

*Plan A or Plan B*

Christian Spirituality  
International Relations  
English

Theology  
Liberal Studies  
Ministry\*

### Master of Science

*Plan A (Thesis)*

Atmospheric Sciences  
Biomedical Sciences  
Medical Microbiology and Immunology  
Nursing  
Oral Biology  
Pharmaceutical Sciences  
Physics

*Plan B (Non Thesis)*

Atmospheric Sciences  
Bioscience Management  
Clinical Anatomy  
Clinical and Translational Science  
Counseling  
Government Organization & Leadership  
Health Care Ethics\*  
Information Technology Management\*\*  
Negotiation and Dispute Resolution\*\*  
Nursing  
Physics  
Special Populations Education

### Master of Business Administration

Business Administration

### Master of Education

Elementary Teaching  
Secondary Teaching  
*Magis*

### Master of Security Analysis and Portfolio Management\*\*

Investment and Securities

### Doctor of Philosophy

Biomedical Sciences  
Medical Microbiology and Immunology  
Pharmacology

### Doctor of Nursing Practice

Nursing

### Doctor of Education\*

Interdisciplinary Leadership

\* Program offered in an online format.

\*\* Program offered in both online and on campus format.

**NOTE:** For a detailed description of the various graduate programs, their objectives, prerequisites for admission, and requirements, please refer to the following section of this bulletin on Graduate Programs and Courses of Instruction.

## MASTER OF ARTS (M.A.)

The degree of *Master of Arts (M.A.)* is conferred under Plan A or Plan B in the fields of Christian Spirituality, English, International Relations, Liberal Studies, Ministry, and Theology with area emphasis available in economics, political science, and theology. Under Plan B the degree is conferred for studies in addition to the major field in the emphasis areas of communication arts, humanities, and social studies. For detailed requirements of each major in the Master of Arts degree completion program see the individual department section.

## MASTER OF SCIENCE (M.S.)

The degree of *Master of Science (M.S.)* is conferred under Plan A in the fields of Atmospheric Sciences, Biomedical Sciences, Medical Microbiology and Immunology, Nursing, Oral Biology, Pharmacology, Pharmaceutical Sciences, and Physics. Under Plan B the degree is conferred for area studies in the fields of Atmospheric Sciences, Bioscience Management, Clinical Anatomy, Clinical and Translational Science, Health Care Ethics, Government Organization and Leadership, Information Technology Management, Negotiation and Dispute Resolution, Nursing, Physics and Special Populations Education; the following specialized areas of Counseling: elementary-school counseling, secondary-school counseling, college student affairs, community counseling, college counseling and student development services; and the following specialized areas of education leadership: elementary-school administration, secondary-school administration, and teacher leadership. For detailed requirements of each major in the Master of Science degree completion program see the individual department section.

## MASTER OF BUSINESS ADMINISTRATION (M.B.A.)

The degree of *Master of Business Administration (M.B.A.)* is conferred for work done in the area of business administration. The primary objective of this evening program is to provide a general management education that focuses on developing values-based leaders. Effective managerial decision-making is stressed rather than advanced study in a single area of concentration. For more information about this program, see the individual department section.

## MASTER OF EDUCATION (M.Ed.)

The graduate programs in secondary school teaching and elementary school teaching at Creighton University provide students with two options to obtain a certificate to teach in public, Catholic, or other private schools. These programs are designed for college graduates (with certain undergraduate degrees) who are interested in earning their Nebraska teaching certificate with a master's degree. These programs are accredited/approved by state, regional, and national accrediting agencies, including the National Council for Accreditation of Teacher Education (NCATE), the Nebraska Department of Education, and the Department of Education at Creighton University. Secondary (7-12) teaching endorsements are offered in the following areas: Biology, Chemistry, English, French, German, History, Journalism, Latin, Physics, Religious Education (K-12), and Spanish. The department also offers field endorsements in the following areas: Art (K-12), Language Arts, Mathematics, Natural Science, and Social Science. Creighton offers these supplemental endorsements: English as a Second Language (K-12) and Mild/Moderate Disabilities (7-12). GRADUATE SCHOOL 59

### **MASTER OF SECURITY ANALYSIS AND PORTFOLIO MANAGEMENT (M.S.A.P.M.)**

The *Master of Security Analysis and Portfolio Management* (M.S.A.P.M.) program is a 30-credit-hour program designed to prepare students for advanced security analysis and portfolio management guided by a Code of Ethical Practices and Professional Conduct. Combining applied and scholarly approaches, the program will provide graduates with a foundation for security analysis; an in-depth look at the investment industry; a study of investment markets and vehicles, ethical practices and responsibilities, and risk management techniques; and a practical skills and techniques in security analysis, portfolio management and investment advising. For more information about this program, see page 225.

### **DOCTOR OF PHILOSOPHY (Ph.D.)**

The degree of *Doctor of Philosophy* (Ph.D.) is offered in the departments of Biomedical Sciences, Medical Microbiology and Immunology, and Pharmacology. The program will ordinarily consist of 90 semester hours beyond the Bachelor's or 60 hours beyond the master's degree. Evidence of exceptional scholastic attainment and high aptitude for research will be demanded. The student must maintain satisfactory grades, pass a qualifying examination, and meet the requirements of the Graduate School and the major department. The Ph.D. degree will be awarded after fulfillment of all requirements and successful defense of the dissertation.

### **DOCTOR OF NURSING PRACTICE (D.N.P.)**

Creighton University School of Nursing offers a program of study in nursing leading to the degree of *Doctor of Nursing Practice* (DNP) with specialty tracks in Advanced Practice Nursing (APN) and Clinical Systems Administration (CSA). The DNP program provides graduate education in a learning environment where ethical leadership, creative problem resolution, service to the diverse populations, interprofessional collaboration, and commitment to performance excellence are hallmarks. For more complete information regarding the Doctor of Nursing program, please visit the School of Nursing website: <http://www2.creighton.edu/nursing> or contact the School of Nursing's Office of Student Affairs at 402.280.2067 or 1.800.544.5071.

### **DOCTOR OF EDUCATION (Ed.D.)**

The degree of Doctor of Education (Ed.D.) in Leadership is a flexible, interdisciplinary, practice-based Doctor of Education program that is offered primarily through online delivery. The program is a generalist leadership program for individuals holding mid-level leadership positions who want to move into an executive leadership position. The program consists of 60 semester hours and a required master's or equivalent professional degree. For more information, see page 134.

### **SPECIAL/DUAL/JOINT DEGREE PROGRAMS**

#### *Master of Business Administration - Juris Doctor Joint Degree Program*

The joint M.B.A./ J.D. program is a cooperative venture between the College of Business Administration and the School of Law that allows students to combine the legal aspects of the J.D. degree with the general managerial aspects of the M.B.A. degree in less time than if each degree were earned separately. The joint program allows J.D. students to complete an M.B.A. degree in the evening during the time it takes to complete the J.D. degree, assuming that J.D. students have completed all of the M.B.A. Foundation courses. Specific courses have been defined by the College of Business Administration and the School of Law that can be used to satisfy elective requirements in each program. For more information, see page 86.

Candidates for the joint program must make separate application to, and be independently accepted by, the School of Law and the College of Business Administration. Although the applicant must meet all admission requirements of each program, acceptance does not have to occur simultaneously. However, application for the second program must be made while still actively enrolled in the first to be considered for the joint program. The Law School will accept in transfer toward the J.D. degree a maximum of 12 credit hours of M.B.A. coursework. The M.B.A. program will accept in transfer toward the M.B.A. degree a maximum of six credit hours of specific Law School coursework in elective courses for which the student receives a grade of "C" or better on the Law School scale. Uniform Graduate School requirements will be maintained for M.B.A. graduation. The final decision on transferability of credits rests with the Associate Dean of the Law School and the Director of Graduate Business Programs. Further details concerning the coordinated program may be obtained from the Associate Dean of the Law School or the Coordinator of Graduate Business Programs College of Business Administration.

#### *Master of Business Administration Joint Degree Program/ Doctor of Pharmacy (M.B.A./Pharm.D.)*

The joint M.B.A./Pharm.D. program is a cooperative venture between the College of Business Administration and the School of Pharmacy and Health Professions. The program allows Pharm.D. students to complete an M.B.A. degree in the evening, during the time it takes to complete the Pharm.D. degree and in less time and with less expense than if the two degrees were pursued separately. The program is designed assuming students have no business foundation courses completed beyond what is already required in the pre-professional component of the Pharm.D. program. If a Pharm.D student has taken business foundation (prerequisite) coursework, the relevant foundation courses will be waived and the student may finish the program in fewer hours.

Candidates for the joint program must make separate application to, and be independently accepted by, the College of Business Administration and the School of Pharmacy and Health Professions. Although the applicant must meet all admission requirements of each program, acceptance does not have to occur simultaneously. However, the student must make the application for the second program while still actively enrolled in the first to be considered for the joint program.



Pharm.D. students must have accumulated at least 120 semester credit hours in order to be considered for admission to the M.B.A. program. A maximum of six credit hours of specific Pharmacy electives can be applied toward the nine hours of electives required for the M.B.A. degree. Further details concerning this joint program may be obtained from the Director of Admission for the School of Pharmacy and Health Professions or the Coordinator of the Graduate Business Programs. For more information, see page 86.

*Master of Business Administration/Master of Arts in International Relations Joint Degree Program (M.B.A./M.A.- INR)*

Students have the option of obtaining an M.B.A./M.A.- INR degree as part of a joint degree program offered by the College of Business Administration and College of Arts and Sciences. The program allows students to combine a general management education of the M.B.A. degree with the global perspective of the M.A.- INR program.

Candidates for this joint program must make separate application to, and be independently accepted by, the Graduate School and the College of Business Administration. Although the student must meet all admission requirements of each program, acceptance does not have to occur simultaneously. However, the student must make application for the second program while still actively enrolled in the first in order to be considered for the combined program.

The program allows M.B.A. students to take up to six hours of INR courses and apply them toward the nine hours of electives needed for the M.B.A. degree, while up to six hours of M.B.A. coursework may be applied as electives for the M.A.- INR program. Further details concerning this joint program may be obtained from the Director of the Graduate Program in International Relations or the Coordinator of the Graduate Business Programs. For more information on this program, see page 151.

*Master of Business Administration/Master of Science in Information Technology Management Dual Degree Program (M.B.A./M.S.-I.T.M.)*

The M.B.A./M.S.-I.T.M. Dual Degree Program enables students to earn both the M.B.A. and M.S.- I.T.M. degrees in a streamlined 48-credit-hour program, considerably less time than if the degrees were earned separately. With both degrees, students will have an impressive collection of managerial and technology skills and competencies. The dual degree program combines the managerial technology synergies of the M.S.- I.T.M. degree with the depth of the general management education found in the M.B.A. degree. Students must apply for the second program before completing the requirements for the first degree and have three years after graduating with the first degree in which to complete the second degree. For more information on the dual degree program contact the Coordinator of Graduate Business Programs.

*Second Master's Degree-Master of Business Administration (M.B.A.) or Master of Science in Information Technology Management (M.S.- I.T.M.)*

Persons who have earned an M.B.A. or M.S.-I.T.M. degree at Creighton University, but who did not participate in the dual degree program, may complete the requirements for and earn a second degree, either an M.B.A. or M.S.-I.T.M. The student must complete all the requirements for the second degree except for six semester hours (MBA 776 or ITM 731 and three elective hours).

The second degree program requires completion of an additional 27 semester hours of credit beyond the Foundation in required and elective courses. If any of the courses required in the second degree program were completed as requirements in the first degree program, the student, with the approval of the director, will select alternate courses appropriate to the second degree program. For more information, see pages 86 and 140.

*Master of Science in Information Technology Management/ Juris Doctor Joint Degree Program (M.S.-ITM/ J.D.)*

The joint M.S.-I.T.M./ J.D. program is a cooperative venture between the College of Business Administration and the School of Law that allows students to combine the legal aspects of the J.D. degree with the general managerial aspects of the M.S.-I.T.M. degree in less time than if each degree were earned separately. The joint program allows J.D. students to complete an M.S.-I.T.M. degree in the evening during the time it takes to complete the J.D. degree, assuming that J.D. students have completed all the M.S.-I.T.M. Foundation courses. Specific courses have been defined by the College of Business Administration and the School of Law that can be used to satisfy elective requirements in each program.

Candidates for this joint program must make separate application to, and be independently accepted by, the School of Law and the College of Business Administration. Although the student must meet all admission requirements of each program, acceptance does not have to occur simultaneously. However, the student must make application for the second program while still actively enrolled in the first to be considered for the joint program.

Up to six hours of specific law school coursework may be applied toward electives in the M.S.-I.T.M. program, while up to 12 hours of business coursework may be applied as electives for the J.D. program. Further details concerning the combined program may be obtained from the Associate Dean of the Law School or the Coordinator of the Graduate Business Programs in the College of Business Administration. For more information, see page 140.

*M.D./M.S. in Health Care Ethics Dual Degree Program (M.D./M.S.-HCE)*

The Creighton University School of Medicine and the Graduate School offer a coordinated program leading to the separate conferral of both the Medical Doctor and the Master of Science in Health Care Ethics degrees. The program is structured so that students will receive credit toward the MS degree for the IDC 135 course, complete one ethics course the summer between the M1 and M2 year, and then take a full year to focus on the MSHCE degree between the M2 and M3 years. Students will complete the MS degree during the M4 year by taking the MHE 609 Capstone course, which will also fulfill two M4 elective requirements. For more information, see page 131.

*Master of Business Administration/ Master of Security Analysis and Portfolio Management (M.B.A./ M.S.A.P.M.)*

The dual MBA/MSAPM program prepares students for advanced security analysis and portfolio management as guided by the Code of Ethical Practices and Professional Conduct, while preparing them to be values-based leaders via the general management education of the MBA degree. The streamlined program can be done in considerably less time and cost than if the two degrees were earned separately. For more information see page 86.

*Master of Business Administration/ Master of Science in Negotiation and Dispute Resolution (M.B.A./ M.S. - NDR)*

Students who choose to combine an MBA degree with the MS-NDR achieve a deeper understanding of the business context in which negotiation and conflict resolution may take place. They also learn the specific vocabulary of business, and gain the technical knowledge needed to understand and interpret complex financial issues and documentation. For more information see <http://www.creighton.edu/business/graduate/dualprograms/mbamsndr/index.php>.

*Master of Business Administration/ Doctor of Medicine (M.B.A./ M.D.)*

Students have the opportunity to obtain a Doctor of Medicine (MD) and Master of Business Administration (MBA) through a joint degree program offered by the School of Medicine and the College of Business. This combined degree program pairs the traditional medical curriculum with an MBA degree. The MBA degree is largely completed during a sabbatical year from medical school. Students in the program complete the MBA curriculum as full-time students between the M2 and M3 years of medical school. This degree program provides students with additional career opportunities as administrators and executives in health-care related fields. It will also help MDs in large and small practices perform business-related functions more effectively and with a deeper level of understanding. For more information see <http://www.creighton.edu/business/graduate/dualprograms/mdmba/index.php>.

*Master of Business Administration/ Professional Science Master's Degree (M.B.A./ M.S.-BSM)*

The dual MBA/M.S.-BSM program allows students to combine the business focus provided by the MBA with the bioscience management thrust of the PSM degree. The streamlined program can be done in considerably less time and cost than if the two degrees were earned separately. With both degrees, students will have an impressive collection of general managerial and bioscience management skills and competencies. For more information see <http://www.creighton.edu/business/psm/index.php>.

**CERTIFICATES***Certificate Program in Catholic School Leadership*

The 12-credit Catholic School Leadership Certificate is designed to meet the immediate needs of the Omaha archdiocese and will be offered to other dioceses as well. The program is designed to create a framework of attributes and capabilities that are specific and necessary for effective leadership in contemporary Catholic schools. For more information, see page 113.

*Certificate Program in International Relations*

Students wishing to earn a Certificate in Studies in International Relations are required to take fifteen hours of course work. J.D. students wishing to earn a Certificate in Studies in International Relations are required to take six hours of course work chosen from approved law school courses and nine hours of course work at the 600-level or above in the INR program. The certificate program is managed by the Graduate School, and participating students must meet the admission requirements for the MA-INR program. For more information, see page 151.

*Certificate in Negotiation and Dispute Resolution*

The Werner Institute for Negotiation and Dispute Resolution offers an interdisciplinary program leading to a graduate certificate in negotiation and dispute resolution for students from a variety of fields as well as mid-career professionals. The program is designed to prepare students to assume leadership positions in the field with specialized applications in areas of greatest need, including organizational settings, the workplace, health care institutions, and in domestic global transactions. Those graduating from the program will be able to use their knowledge and skills in conflict management in a variety of careers that require dealing with human interaction. For more information, see page 178.

*Certificate in School Administration (Elementary/Secondary)*

The Certificates in Elementary and Secondary School Administration are designed for the individual who desires to prepare for the position of elementary or high school principal. The programs consist of required courses designed to provide both theoretical and practical knowledge of elementary and secondary school administration. For more information, see page 104.

### *Certificate in Spiritual Direction and Directed Retreats*

A graduate certificate will be awarded to those who successfully demonstrate the necessary skills in the practica courses and in a satisfactorily supervised practicum. Candidates must be at least 30 years of age, have a two year history of regular spiritual direction, have made an extended retreat before beginning the practicum and have the consent of the Director of the Practica. For more information see page 90. Students are eligible for Certificates in Directed Retreats and/or Spiritual Direction by completing the respective practicum as well.

### *Certificate in Spiritual Formation*

Offered by the Institute for Priestly Formation, the Spiritual Formation graduate certificate prepares you to teach Christian prayer and discernment. It can equip you to be a major contributor in the Catholic Church's mission of the new evangelization. You will be able to assist in awakening hearts to taste and see Trinitarian and Marian love at work in everyday faith. To be eligible for a 16-credit certificate, students must complete all courses with a minimum 3.0 cum. GPA. For information see page 123.

### *Certificate in Clinical and Translational Sciences*

The scholars will be required to take the following core courses. Based on individual scholar's academic preparedness, there will be flexibility in the core courses. For example, if a scholar had already taken some of the following core courses during their previous education, he/she can choose other courses in the CTS graduate program, but requires approval by the Program Director. For more information see page 99.



## **SUMMARY OF GENERAL REQUIREMENTS FOR ADVANCED DEGREES**

The requirements for graduation depend upon the particular program of study undertaken. Specific program and departmental requirements are listed in the next section of this Bulletin on Courses of Instruction. The following requirements apply to all programs:

1. Admission to advanced study programs requires the presentation of complete transcripts of all collegiate work, three letters of evaluation, adequate DAT, GRE, LSAT, MAT, MCAT, or GMAT scores and a bachelor's degree (or equivalent) with a major in the discipline to be undertaken in graduate study.
2. The candidate for an advanced degree must earn at least a 3.0 (B) average in all graduate work taken at this University and have accumulated a minimum residence requirement of 24 credits if in a Master's program with the thesis option (Plan A), 27 credits if in a Master's program which does not require a thesis (Plan B), or 60 credit hours beyond the master's degree if in a Ph.D. program.
3. Master's degree programs with the thesis option must contain a minimum of 30 credits, and non-thesis programs, a minimum of 33 to 36 credits; Ph.D. programs must contain a minimum of 90 credits beyond the Bachelor's level.
4. No graduate-level course (600-899 series) with a grade lower than "C" may be applied toward the fulfillment of degree requirements. Courses taken from the advanced undergraduate series (500-level) may be applied toward degree requirements provided they are passed with a grade of "B" or higher, and provided they do not exceed one-half the course credits required in the entire program for a master's degree. In Ph.D. programs, approved 500-level courses may be included within the first 30 hours; thereafter all courses must be exclusively graduate level.
5. A thesis or project (790 series) must be completed in partial requirement for a master's degree with no fewer than three or more than six credits allowed toward fulfillment of master's degree research requirements. Doctoral dissertation credits may accumulate to 20 hours in the Ph.D. program, and the total research credit permitted in Ph.D. credit requirements may not exceed 45 semester hours.
6. A thesis, dissertation, project or a final comprehensive examination must be satisfactorily completed to qualify for graduation. Failure of the comprehensive examination or the thesis/dissertation requirement of a program is failure of both options. The comprehensive examination may be repeated once after a minimum one-semester study period.
7. All requirements for master's degrees must be completed within six years of the date when the program was initiated (i.e., when the first credit applying to the degree was earned). Ph.D. programs must be completed within eight years.
8. A graduate student who expects to receive a degree within a particular academic term must have been advanced to candidacy, applied for the degree, and fulfilled all degree requirements during that term. Consult the calendar of deadlines. The student must ordinarily be enrolled during the term in which the degree is expected.
9. Proficiency of a student in any and all parts of the curriculum is properly ascertained by the graduate faculty. A favorable vote of the faculty is required for a student to receive an advanced degree.



# GRADUATE PROGRAMS AND COURSES OF INSTRUCTION

## INTRODUCTION

The courses of instruction are listed here by department (subject) or program in alphabetical order. Only the names of those faculty members of each department who are giving graduate instruction are listed in this bulletin. Three-letter symbols are used to designate the different departments (subjects), for example, BMS for Biomedical Sciences, EDU for Education, MTH for Mathematics, etc. These symbols are used to identify the subject area of course offerings in schedules, grade reports, transcripts of records, etc.

The courses listed in this Bulletin are a statement of the plans of the various departments covering the period from the 2010 Summer Session to the Second Semester of 2009-2010. Also included as a matter of record are courses that were given during the period covered by the last issue of the Bulletin for the Graduate School (Vol 92, No. 3) published in September, 2008, but did not appear in that issue. A special Bulletin for the courses offered in the Summer Session is published early each year.

Some required graduate courses are offered annually; some courses are offered biennially; others are offered in three-year cycles, or upon sufficient demand.

The University reserves the right to modify or to cancel any of the courses listed.

## COURSE NUMBERING SYSTEM

Courses appearing in this Bulletin are numbered according to the following system:

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.)
600-799	Graduate courses. (Master's and Doctoral level).
800-899	Graduate courses. (Limited to doctoral candidates).
900-999	Post-doctoral (or post-terminal) degree courses only.

Occasionally departments revise the sequence of their courses. When a course number is changed, the former number is retained in parentheses for convenience in identification.

The credit value of each course is included with its description. Unless indicated otherwise, the class meetings per week normally equal the number of semester hours of credit shown for the course. For example, for a three-semester hour course there are three fifty-minute class periods or their equivalent held each week of the semester. During summer sessions, class periods are held five days a week and the class periods are lengthened; hence, an equivalent amount of class time is devoted to a course whenever it is given.

## KEY TO SYMBOLS

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

### **BMS 605 Molecular Endocrinology (3) I 2009-10, AY**

Study of the function of endocrine glands at the organismal, cellular and molecular level. 3C & D. P: BMS 601 or equiv. or IC.

BMS	Department (subject or discipline) abbreviation. Standard three-letter symbols are used throughout the University to identify the subject fields.
605	Course number. If a course has been renumbered, the old course number appears in parentheses following the new number.
Molecular Endocrinology—Course title	
(3)	Credit value of the course in terms of number of semester hours of credit.
I	Term offered. I indicates fall semester; II indicates spring semester; S indicates summer session; PS indicates pre-session; W indicates winter interterm; M indicates mini-semester. If no term is indicated, course will be offered on demand.
2009-10	Year in which course offered. If no year designation is given, course is offered each year during the term(s) indicated, unless the symbol OD (on demand) appears indicating that the course is offered only when there is sufficient demand.
AY	Alternate year, indicating that the course will be offered every other year after the term and year shown.
S (OD)	Indicates the course is also offered in the summer session on demand.
ENY, ONY	Indicates that course is offered in term shown of even-numbered years (ENY) or odd-numbered years (ONY).
3 C & D	Class structure. R, L, S, C, D, Q indicate "recitation—lecture," "laboratory," "studio," "conference," "discussion," "quiz." Hence, 3C & 3D indicate three hours of conference and three hours of discussion 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 statements preceding the course listings, they apply as indicated even though not repeated with the individual course descriptions. By default, all courses have a Graduate Standing prereq.
CO	Corequisite: a requirement, usually another course, that must be completed in the same term.
IC, DC	IC, instructor consent, and DC, department 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.



## ATMOSPHERIC SCIENCES (ATS)

Program Director: Joseph A. Zehnder  
 Department Office: Hixson-Lied Science Building, Room 504

### GRADUATE STUDY IN ATMOSPHERIC SCIENCES

Creighton University offers courses and experience leading to the Master of Science degree with a major specialization in Atmospheric Sciences or Environmental Sciences. The purposes of this program are to provide professional-level graduate education appropriate to preparation for advanced careers in meteorology, and the environment, with such agencies as the National Weather Service, the United States Air Force Weather Service, and various environmental and meteorological research and management organizations within the government and private industry. The program is available under a thesis (Plan A) or non-thesis (Plan B) approach, as outlined below.

#### Program Goals

At the completion of their graduate program, the student will:

1. Demonstrate an appreciation for and understanding of the principles of physical and dynamic meteorology.
2. Demonstrate the ability to apply these principles to the solution of an original problem related to the earth's atmosphere, the earth's oceans or the atmosphere of other planets.
3. Effectively communicate these research findings orally and in writing through an appropriate venue such as professional conference or peer reviewed journal.

#### Faculty

Professor: J. Zehnder  
 Professor Emeritus: A. Douglas;  
 Associate Professor: J. Schrage.

#### Admission Requirements

Applicants holding a Bachelor of Science degree in meteorology, physics, or related natural and/or physical sciences, with undergraduate grade point averages of at least 3.0 are preferred. Graduate Record Examination (GRE) scores are required of all applicants; no advanced tests on the GRE are required. Inquiries and applications are invited from the Dean of the Graduate School, Creighton University, Omaha, Nebraska 68178.

#### Master of Science (M.S.) With a Major in Atmospheric Sciences

The Masters Degree program is structured as outlined in the following paragraphs. The overall basic requirements are presented in Table 1.

##### Table 1. Total Credit Hour Requirements: 33 Credits

Minimum Credit Hours from Courses 600-Level and above: 18 credits

Considering the diversity of student backgrounds presented by the prospective students, the Master's Degree program offers a generalized approach built upon a basic foundation (500-level course requirements), then branching to a structure associated with specialized areas of concentration (600-level course requirements). The students may take either of two approaches to completing the degree, Plan A, the traditional original research thesis or Plan B, the option to take a non-thesis approach. Under Plan B, the student may complete 33 credits of regularly scheduled classes, or may complete their studies with ATS 797, leading to a Departmental-level seminar and paper of potentially publishable quality and length.

##### Core Preparation Requirements:

The Master's Degree program offers two core tracks, with further specialization and concentration becoming available as the student's work progresses. This course sequence is designed to prepare the students for the more rigorous demands of the 600-level offerings required for degree completion. Students would be required to take at least 15 hours from either core track.

##### Atmospheric Core

Designed for students interested in enhancing current forecasting skills or diversifying into broader areas for continuing future studies, the contents of this core area are presented in Table 2.

Table 2. Atmospheric Core Course Content

ATS 542	Radar Meteorology	3 credits
ATS 545	Mesoscale Meteorology	3 credits
ATS 552	Boundary Layer Meteorology	3 credits
ATS 553	Tropical Meteorology	3 credits
ATS 555	Satellite Meteorology	3 credits
ATS 561	Synoptic Meteorology I	3 credits
ATS 562	Synoptic Meteorology II	3 credits
ATS 564	Statistical Applications	3 credits
ATS 571	Dynamic Meteorology I	3 credits
ATS 572	Dynamic Meteorology II	3 credits
ATS 573	Cloud Physics and Dynamics	3 credits

**Note:** Students entering the Master's Degree program who do not have a bachelor's in Meteorology/Atmospheric Sciences may take these classes for inclusion in their degree program.

##### Environmental Core

Designed for students interested in the identification, measurement, and assessment of environmentally oriented aspects of atmospheric sciences, the contents of this core area are presented in Table 3.

Table 3. Environmental Core Course Content

ATS 541	Ats. Diffusion, Air Pollution & Environmental Impact	3 credits
ATS 542	Radar Meteorology	3 credits
ATS 544	Hydrology	3 credits
ATS 552	Boundary Layer Meteorology	3 credits
ATS 553	Tropical Meteorology	3 credits
ATS 555	Satellite Meteorology	3 credits
ATS 562	Synoptic Meteorology II	3 credits
ATS 564	Statistical Applications	3 credits
ATS 574	Stratospheric Dynamics	3 credits
BIO 523	Environmental Toxicology	3 credits
BIO 540	Flora of the Great Plains	4 credits
BIO 545	Applied Limnology and Water Quality	4 credits
BIO 549	Environmental Physiology	3 credits
BIO 561	Entomology	4 credits
BIO 571	Animal Behavior	3 credits
BIO 572	Animal Behavior Laboratory	2 credits
BIO 581	Evolution	4 credits
CHM 506	Environmental Chemistry and Natural Resources	3 credits

##### Individual Advanced Core Specialization:

The student is presented with the opportunity to focus the remainder of their program in one or more areas of study depending upon their interest and need. At least 18 hours are to be taken from these additional Department offerings. Normally, no more than three hours may be credited towards a degree from among 646, 670, and/or 793, and up to six hours from 795/(Independent Study), 797 (Independent Research)/799 (Master's Thesis). Table 4 lists advanced core offerings of the recent past, illustrating the diversity available to the student.

Table 4. Typical Advanced Core Offerings

ATS 615	Radar and Severe Storms	3 credits
ATS 624	Advanced Dynamics I	3 credits
ATS 625	Advanced Dynamic Meteorology II	3 credits
ATS 631	Numerical Weather Prediction	3 credits
ATS 632	Advanced Numerical Weather Analysis and Prediction	3 credits
ATS 652	Atmospheric Boundary Layers and Turbulence	3 credits
ATS 663	Weather Systems Analysis	3 credits
ATS 675	Advanced Stratospheric Dynamics	3 credits
ATS 793	Directed Independent Readings	1-3 credits
ATS 795/797	Non-thesis Track (Plan B)	1-3 credits
ATS 797/799	Thesis Track (Plan A)	1-3 credits

- ATS 510 Introduction to Physical Meteorology (3) I**  
The purpose of this course is to introduce the student to the physics of atmospheric processes. Topics include the structure and composition of the atmosphere; thermodynamics of gases; vertical and horizontal transport of heat by radiative and turbulent processes; the structure and evolution of the atmospheric boundary layer; and cloud microphysical processes. This course is designed to meet the National Weather Service requirement for 3 semester hours of Physical Meteorology.
- ATS 516 Computer Methods in Atmospheric Sciences (3) II, AY (2009)**  
Intermediate computer techniques currently used in atmospheric science. Emphasis on graphic methods, fundamental techniques of numerical prediction, parallel processing, and artificial intelligence. Applications of these methods to short-term forecasting. **P: ATS 315.**
- ATS 531 Operational Prediction Models (3) II, AY (2008)**  
Examination of the use of forecast models from the National Meteorological Center (LFM, Spectral, NGM). Additional models from other sources will also be examined (UKMET, ECMWF, USAF, and USN). Study of model domain, resolution and formation with respect to physical processes. Model performance is described and scrutinized (with respect to systematic errors and to particular synoptic situations). Comparative diagnostics of forecast and observed fields employed to examine model behavior. **P: ATS 562 or IC.**
- ATS 532 Objective Meteorological Analysis (3) OD**  
Application of techniques and principles for temporal and spatial computer analysis of atmospheric data based on dynamical concepts, with a focus on the structure, movement, and development of weather systems. Topics include data time series, statistical inference techniques, Fourier analysis, and map projections and grid systems used in meteorology. **P: ATS 571 and computer programming.**
- ATS 533 Physical Climatology and Climate Change (3) II (Same as EVS 533)**  
This course stressed 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 CO<sub>2</sub> 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.
- ATS 541 Atmospheric Diffusion, Air Pollution, and Environmental Impact Analysis (3) OD**  
Survey of the theoretical and practical aspects of diffusion, dispersion, and turbulent transport of pollutants in an atmospheric boundary layer. Includes observational and instrumentation techniques; plume models; regional pollution transport; and diffusion from point, line and area sources. Chemical and physical transformations of the pollutants, precipitation scavenging, and dry deposition are studied. Reviews Federal environmental laws, air quality standards, environmental impact assessments, ethics, and guidelines for writing environmental impact statements. **P: ATS 113 or equiv.**
- ATS 542 Radar Meteorology (3) I**  
The theoretical and practical aspects of weather radar. Stress placed on the capabilities and limitations of severe storm investigation. **P: MTH 245; PHY 212; or IC.**
- ATS 544 Hydrology (3) OD**  
Study of the waters of the earth, especially with relation to the effects of precipitation and evaporation upon the occurrence and character of water in streams, lakes, and on or below the land surface. In terms of hydrologic cycle, the scope of this course may be defined as that portion of the cycle from precipitation to reevaporation or return of the water to the seas. **P: ATS 113 or ATS 231.**
- ATS 545 Mesoscale Analysis (3) II**  
Examination of the theory of convection as related to models of squall lines and thunderstorms and the application of this theory to the forecasting and analysis of sub-synoptic scale systems. **P: ATS 562 and ATS 571.**
- ATS 548 Introduction to Solar-Terrestrial Environment (3) OD (Same as EVS 548)**  
Course designed to acquaint the student with the basic phenomenology associated with solar processes and activity, and the impact of these processes upon the earth and its atmosphere. Designed to familiarize the student with the concepts of upper atmospheric energetic processes and their influences upon everyday activities.
- ATS 552 Boundary Layer Meteorology (3) OD**  
Structure of the boundary layer, surface energy budget, vertical profiles of temperature, humidity and wind, turbulence, Monin-Obukhov theory. Determination of surface heat and moisture fluxes. Some discussion of applications to diffusion and dispersion of substances in the atmosphere. **P: ATS 572 or equiv.**
- ATS 553 Tropical Meteorology (3) I, AY (2008)**  
Characteristics of the tropical atmosphere including convection, boundary layer processes, local and diurnal weather phenomena, mesoscale tropical systems, tropical storm structure, and energetics. This course relies heavily on satellite interpretation of tropical cloud systems. **P: ATS 113.**
- ATS 555 Meteorological Remote Sensing (3) II**  
Examines the relationship between clouds and other atmospheric features as revealed by weather satellites and applies this information to analysis and forecasting of weather systems. Seasonal satellite film loops are used to identify the evolution of circulation systems. Includes a brief introduction to aerial photography and landscape photography. **P: ATS 113 or IC.**
- ATS 556 Introduction to Physical Oceanography (3) I, AY (2008)**  
Geomorphology of the ocean bottom; properties of sea water, salinity and temperature distributions; major ocean currents and circulations; equations of motion, horizontal wind-driven currents; thermohaline circulations; wind waves and swell.
- ATS 561 Synoptic Meteorology I (3) I**  
Examination of weather code, plotting and map analysis. Includes a review of cyclone and frontal theory using case studies to develop diagnostic and forecasting techniques. Practical applications of air mass and frontal analysis are related to weather forecasting. **P: ATS 113 or IC.**
- ATS 562 Synoptic Meteorology II (3) II**  
Detailed examination and use of fax charts, GEMPAK displays, and other tools employed in analysis and forecasting. Review of methods in short-term, medium and long-range forecasting. **P: ATS 561 or IC.**
- ATS 564 Statistical Applications in the Atmospheric Sciences (3) OD**  
Study of the statistical distributions of scalars and vectors, sampling theory, regression, correlation, and time series. Applications to statistical forecasting and forecast verification. **P: MTH 245.**
- ATS 565 Atmospheric Circulation Systems (3) OD**  
Examination of the general circulation of the atmosphere. Emphasis on seasonal variation in both hemispheres. Exploration of formation of anomalous circulation types with respect to anomalous boundary layer conditions. Detailed discussion of tropical-mid latitude interactions. **P: ATS 562 or IC.**
- ATS 566 Climate Theory (3) OD**  
Theories of global climate and variability. Examination of climate models, including internal and external parameters and feedback mechanisms. **P: ATS 113, 561.**
- ATS 570 Quantitative Methods in the Atmospheric Sciences (3) II**  
Overview of mathematical and statistical methods employed by atmospheric scientists, including a review of key calculus concepts. Topics include coordinate systems, vector operators, finite difference approximations, vector calculus, regression, filtering, hypothesis testing and key theorems. **P: MTH 246.**
- ATS 571 Dynamic Meteorology I (3) I**  
Equations of motion and thermodynamics will be vigorously derived and applied to the atmosphere. Topics include thermodynamics of dry and moist air, hydrostatic and hypsometric approximations, geostrophic and gradient wind balance, mass continuity, and vorticity. **P: PHY 213; MTH 246.**
- ATS 572 Dynamic Meteorology II (3) II**  
Concepts presented in ATS 571 will be further developed and applied to the following topics: barotropic and baroclinic instability, atmospheric oscillations, quasi-geostrophic theory, and simple numerical modeling. **P: ATS 571.**

- ATS 573 Cloud Physics and Dynamics** (3) OD  
Thermodynamic processes which control the development and growth of clouds. Relationship between atmospheric properties and cloud structure. Distribution of condensation nuclei, water droplet spectra. Initiation and growth of cloud hydrometers. Structure of severe storms, radiative effects of clouds. **P: ATS 571.**
- ATS 574 Stratospheric Dynamics** (3) OD  
Study of the principles governing atmospheric motions in the stratosphere. Includes a brief review of chemical processes, radiative effects, and the resulting thermal structures that govern the mean stratospheric circulation; forcing mechanisms and conditions for wave generation in the stratosphere; discussions of sudden warmings, quasi-biennial and semiannual oscillations, and tropical wave phenomena in the stratosphere. **P: ATS 571.**
- ATS 575 Environmental Measurements Practicum** (3) OD (Same as EVS 575)  
This course is designed to provide the students with instruction on the principles and practices associated with environmental measurements of the atmosphere, soil and hydrologic courses. Heavy emphasis will be placed on the theory of sampling ambient and pollutant sources, instruments and measurement techniques, and the consequences of the pollutant. The course will include several exercises as well as field trips to local sites of interest to demonstrate the practical and operational aspects of environmental measurement and monitoring programs. **P: ATS/EVS 113, MTH 245 and PHY 212 or IC.**
- ATS 615 Radar and Severe Storms** (3) II, AY (2008)  
Examination of the fundamentals of weather radars (coherent and noncoherent) and their application to detecting severe storms. Topics include properties of electromagnetic waves; radar detection of spherical particles; use of radar for quantitative measurement of precipitation; radar beam characteristics; the use of radar in mesometeorology; the study of severe storms; Doppler weather radar; theory and recent developments applied to severe storm detection and warning. **P: ATS 545 or IC.**
- ATS 624 Advanced Dynamics I** (3) II, AY (2008)  
Detailed examination of the fundamental physical processes occurring in the atmosphere through the use of thermodynamic and hydrodynamic equations. Subjects treated include geophysical and fluid mechanics, geostrophic adjustment, nongeostrophic baroclinic instability, energetics, and equatorial general circulation. **P: ATS 572 or equiv.**
- ATS 625 Advanced Dynamic Meteorology II** (3) OD  
Continuation of ATS 624. **P: ATS 624.**
- ATS 626 General Circulation** (3) OD  
The course will apply the fundamental principles of dynamic meteorology and energetics of the atmosphere to explain the major features of the observed general circulation. Explores tropical mid-latitude interactions and anomalous circulation types. **P: ATS 571 or equiv.**
- ATS 631 Numerical Weather Prediction** (3) I, AY (2009)  
Descriptive and mathematical foundations for numerical weather prediction. History of numerical weather prediction, analysis and initialization methods, the governing equations and analytic solutions to simplified forms of these equations, finite differentiating techniques and problems in numerical weather prediction. **P: ATS 572.**
- ATS 632 Advanced Numerical Weather Analysis and Prediction** (3) OD  
Theory of analysis techniques such as spectral analysis and optimal interpolation; conventional gridpoint, spectral, and fine-element models; map projections; the principle of statistical correction to model forecasts and stochastic-dynamic prediction. Practical experience in numerical forecasting is obtained through a project in which a numerical model is developed and numerical methods are applied. **P: ATS 631 or equivalent.**
- ATS 642 Physical Meteorology** (3) I, AY (2008)  
This course examines the physical properties of the atmosphere. The course begins with a general description of the physical properties of the global Earth atmosphere, both horizontally and vertically. Atmosphere thermodynamics are discussed in detail including: the dry and moist atmosphere, diabatic and adiabatic processes and Newton's 2nd law, hydrodynamic stability and atmospheric instability, solar and terrestrial radiation, cloud microphysical and optical properties are all thoroughly examined. This course is designed to meet the National Weather Service requirement for 3 semester hours of Physical Meteorology.
- ATS 643 Radiation Through the Atmosphere** (3) OD  
Introduction to the physical processes of radiation and the theory of radiative transfer through the atmosphere, including definitions, basic radiation laws, absorption, emission, and scattering processes; the radiative transfer equation; and simple solutions. Applied to visible, infrared and microwave radiation, with special emphasis on providing the background necessary for understanding theory and techniques of remote sensing. **P: Two semesters of calculus.**
- ATS 644 Remote Sensing Theory** (3) OD  
Provides theoretical background for further work in remote sensing of the earth and atmosphere. Topics include electromagnetic theory; Maxwell's equations; the absorptive and emissive properties of the earth-atmosphere system; the scattering properties of the atmosphere, including Mie scattering, calculations of forward radiative transfer and inversion of radiation measurements. **P: Two semesters of calculus.**
- ATS 646 Current Topics in Remote Sensing** (3) OD  
Advanced course in remote sensing, including the latest work in atmospheric temperature and constituent analysis and in terrestrial and oceanographic sensing.
- ATS 647 Solar-Terrestrial Relationships** (3) OD  
Basic features of solar activity, the solar wind, and effects of the sun on the earth beginning with an overview of stellar evolution. Class lectures will trace the processes as solar energy is transported into space and the earth's atmosphere. Includes introductory solar physics, magnetospheric dynamics, and thermospheric and ionospheric processes.
- ATS 652 Atmospheric Boundary Layers and Turbulence** (3) OD  
The conservation equations of heat, moisture, mass, and momentum for the lowest two kilometers of the earth's atmosphere are expanded into mean and turbulent components and scaled to the boundary layer. Closure approximations and the statistical nature of turbulence are discussed. Observations of turbulent boundary layers are reviewed and compared with theoretical predictions. Similarity models are applied to the surface layer and parametric models are applied to the mixed layer.
- ATS 660 Advanced Terrestrial Remote Sensing** (4) OD  
This course covers the technique and applications of observing the Earth from air- and space-borne instruments. We will cover basic issues of geometry and scale associated with making these measurements, electromagnetic properties of Earth surface materials, the range of instruments used to observe the Earth, and applications of satellite remote sensing to geological, environmental, and atmospheric questions. The course will involve substantial research project utilizing remote sensing data and software. Graduate students will also be expected to do an oral presentation to be arranged with the instructor.
- ATS 663 Weather Systems Analysis** (3) OD  
Application of fundamental analysis and diagnostic strategies to weather systems. Topics include meteorological data sources and errors, scalar analysis, cross-section and isentropic analysis, surface and upper air analysis, kinematic analysis, deformation and frontogenesis, quasi-geostrophic and isentropic potential vorticity diagnostics. Case studies of major weather systems are employed to demonstrate various analysis strategies and to synthesize a coherent picture of weather system structure and the processes that create that structure. Emphasis on computer assisted analysis and diagnosis. **P: ATS 571 or IC.**
- ATS 666 Climate Theory** (3) OD  
Theories of global climate and climate variability. Climate models (including internal and external parameters) and feedback mechanisms will be developed and examined. **P: ATS 561 and 562 or equiv.**
- ATS 670 Current Topics in Atmospheric Sciences** (3) OD  
Examination of topics of current interest in the atmospheric sciences. Course may include but not be limited to such areas as aeronomy, weather modification, interactive computer graphics, synoptic-scale forecasting and analysis, meso- and micro-scale meteorology, meteorological instrumentation, military applications of the atmospheric sciences; meteorology of other planets, and aerology and atmospheric physics.

- ATS 674 Aeronomy (3) OD**  
Basic features of the technical disciplines comprising the field of aeronomic studies. Starting with an overview of solar processes and phenomena, class lectures will trace the processes as solar energy is transported into space and into the earth's atmosphere. Includes introductory solar physics, magnetospheric effects, thermospheric and ionospheric processes, and special optical phenomena, e.g., aurora and airglow. Students will be exposed to a wide spectrum of highly specialized technical areas with the intent of directing them into more advanced, specialized, in-depth studies. **P: ATS 571.**
- ATS 675 Advanced Stratospheric Dynamics (3) OD**  
Course designed to acquaint the student with the diverse dynamic processes responsible for forming and maintaining the earth's stratosphere. Topics discussed include the radiative and chemical processes responsible for creating the region, periodic changes observed and their significance, and techniques used to measure and observe phenomena in this region. Depending upon the experience levels of the students enrolled, individual specialized exercises may be added to the usual lectures to increase the student's involvement and understanding.
- ATS 793 Directed Independent Readings (1-3) I, II, S**  
One or more students will follow a series of readings, as specified by a faculty member, on a single topic or a range of associate topics. This allows students to explore topics not offered in the current courses or to pursue more advanced study in an area covered in a previous course. A maximum of three semester hours may be taken. **P: IC.**
- ATS 795 Directed Independent Study (1-3) I, II, S**  
Advanced study in a specific area of interest to the faculty and students. During the course of their research, students are expected to set up scheduled meetings with their advisors. At the end of his/her study, the student will give an oral presentation which highlights the final study report. **P: IC.**
- ATS 797 Directed Independent Research (1-3) I, II S**  
Each student, supervised by a specific faculty member, pursues in-depth reading and research on a single topic. At the end of the project, the student will make a presentation with the research. A paper of publishable quality and length is to be prepared by the student, to the satisfaction of the research committee. In this manner, the student is introduced to scientific research methods and encouraged in the development of both verbal and written communication skills. **P: IC.**
- ATS 799 Master's Thesis (1-3) I, II, S**  
Research in connection with the preparation of the Master's thesis. Students must register for this course in any term when engaged in formal preparation of the Master's thesis; however, six credit hours are the maximum applicable toward the degree. **P: IC.**

## BIOMEDICAL SCIENCES (BMS)

Program Director: Philip R. Brauer  
Department Office: Criss II, Room 313

### GRADUATE STUDY IN BIOMEDICAL SCIENCES

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

- Biochemistry and Bioorganic Chemistry
- Bone Biology
- Cancer Biology
- Cell and Developmental Biology
- Molecular Biology and Gene Regulation
- Neurobiology
- Physiology
- Pulmonary and Vascular Biology

Some examples of the variety of research specialties of the faculty are: design, chemical synthesis, theoretical and spectroscopic characterization of regulatory peptide analogs; the role of peptides in the regulation of gastrointestinal and cardiovascular functions; regulation of bone cell differentiation and function; cancer biology and signal transduction in carcinogenesis; inflammation and asthma; arteriosclerotic and restenotic diseases; the regulation of gene expression; ribozyme, riboswitch and small RNA regulation of gene expression; the cellular and genetic basis for differentiation of the brain and cardiovascular system; comparative neuroanatomy; neurophysiology; signal transduction in hearing and hearing disorders; and respiratory mechanics and control. The Department encourages collaborative research interaction with faculty in the Departments of Biology, Physics, Chemistry, Pharmacology, Medical Microbiology and Immunology, Medicine, Surgery, the Osteoporosis Research Center, the Boys Town National Research Hospital, and the Veteran's Administration Hospital.

Students are trained mainly through participation in research, thus emphasis is given to placement of students in research laboratories early in their program. A faculty advisory committee will determine the foundation and elective courses most appropriate and that best meet the individual's training. A compulsory core of research courses includes: Fundamentals of Cell and Molecular Biology (BMS 604), Responsible Conduct of Research (IDC 601), Seminar (BMS 791), Journal Club (BMS 792), and either Master's Thesis (BMS 799) or Doctoral Dissertation (BMS 899). In addition, students are required to take at least 9 credit hours (Ph.D. program) or 6 credit hours (M.S. program) from a list of advanced courses. Students may also register for graduate courses offered in other departments and programs with the approval of their advisory committee.

### Program Goals

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

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



## Faculty

**Primary Faculty:** Professors: D. Agrawal, K. Beisel, P. Brauer, L. Bruce, D. Cullen, R. Hallworth, D. He, S. Lovas, D. Petzel, T. Quinn, R. Reidelberger, J. Yee;  
*Associate Professors:* D. Bergren, L. Hansen, R. Mackin, D. Nichols, D. Smith, G. Soukup;  
*Assistant Professors:* H. Gale, R. Meyer, E. Patterson, T. Pisarri; *Resident Assistant Professors:* G. Jia; Z. Shao;

**Secondary Faculty:** Professor: M. Hulce; *Associate Professors:* D. Cosgrove, V. Govindarajan, A. Kincaid, J. Knezetic, M. Nichols, J. Soukup, J. Threlkeld, G. Wang; *Assistant Professors:* S. Rocha-Sanchez, P. Xiao, G. Xiao, L. Zhao.

**Emeritus Faculty:** R. Andrews, D. Babin, H. Badeer, R. Creek, R. Murphy, D. Watt, I. Wells.

## Admission Requirements

1. A bachelor's degree or equivalent, preferably with satisfactory completion of course work in a biological, chemical or physical science.
2. A GPA of 3.0 overall.
3. GRE scores in the 50th percentile or above for the quantitative and verbal parts of the examination.
4. The Graduate School requires all students from countries in which English is not the native language to demonstrate competence in English by a score of 550 in the TOEFL (Test of English as a Foreign Language) examination or 80 on the Internet-based Test (iBT) at the graduate level.
5. M.S. applicants must identify a faculty member to serve as major advisor as part of the application.

## Master of Science (M.S.) and Doctor of Philosophy (Ph.D.)

All students must meet the general requirements of the Graduate School listed under Administration and Policies Governing Graduate Study. In addition:

1. The student will select a major advisor and the student and his/her major advisor will formulate a plan of study that will be presented to an advisory committee formed by the student and major advisor. The advisory committee will assist the student during the entire program.
2. Courses can be selected from the list below or from related subjects, according to the individual needs of the student with the approval of the student's advisory committee.

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

Neither the M.S. nor the Ph.D. degree will be conferred upon any student with an overall GPA of less than 3.0.

## Comprehensive Examinations

Doctoral students are required to pass comprehensive and qualifying examinations according to the guidelines of the Graduate School.

## Thesis/Dissertation

M.S. and Ph.D. candidates must present and defend a thesis or dissertation. The defense is open to the public, but only the examining committee may participate directly in the examination. Copies of the thesis or dissertation are to be presented to their advisory committee and the Graduate Dean at least 30 days prior to the defense.

### BMS 521 Principles of Biochemistry (4) II

This course examines the fundamental principles of structural biochemistry, enzymology, metabolism and molecular biology. **P: CHM 323 and 324 (organic) or equiv.; Sr. or Gr. Stdg. only with IC.**

### BMS 601 Human Physiology (4) II

This course examines basic concepts of cellular physiology and organ system physiology of the nervous, endocrine, reproductive, muscle, cardiovascular, respiratory, gastrointestinal, and renal systems, as well as multisystem integration. **P: Gr. Stdg. or IC.**

### BMS 602 Human Gross Anatomy (6) I

This course examines the detailed structure of the human body, including dissection of the cadaver, combined with conferences, lectures, and assigned readings. **P: Gr. Stdg. or IC.**

### BMS 603 Microscopic Anatomy (4) I

This course provides a comprehensive examination of the light microscopic anatomy and ultrastructure of cells, tissues, and organs. A combination of lectures, discussions, and laboratories is employed with a major focus on a laboratory experience using the light microscope. **P: Gr. Stdg. or IC.**

### BMS 604 Fundamentals of Cell and Molecular Biology (6) I

This course consists of lectures on the functional aspects of cell and molecular biology with an emphasis on eukaryotic cells. **P: IC.**

### BMS 605 Fundamentals of Genetics and Molecular and Cellular Pathology (2) I

This course is an introduction to fundamentals in patterns of inheritance, genetic diseases, cytogenetics, cell injury, and neoplasia. Topics will include Mendelian genetics and genetic diseases, cytogenomics, use of online genomic databases, wound healing, and molecular basis of neoplasia as well as basic principles of pathology. **P: Gr. Stdg. or IC.**

### BMS 606 Proteins: Structure-Function Relationships (4) II

Topics covered include primary structure, principles of secondary and tertiary structures, enzyme kinetics, chemical modifications and their effects, protein-protein interactions, protein complementation and prediction of conformation. Presentation and model building by students are integral parts of this course. **P: BMS 521 or 600 or equiv.**

### BMS 610 Bone Biology Fundamentals (3) I, AY

This course examines fundamental aspects of skeletal biology, including the microscopic anatomy and ultrastructure of bone, morphogenesis and embryologic development of the skeletal system, bone modeling and remodeling, biomechanics of bone, skeletal physiology, mineral homeostasis, and clinical evaluation of bone and mineral disorders. **P: IC.**

### BMS 621 Teaching Practicum in Gross Anatomy (3) I

This course provides practical experience in teaching human gross anatomy. **P: IC.**

### BMS 624 Human Neuroanatomy (4) II

This course consists of examination of the fundamental structure and function of the human central nervous system. **P: Gr. Stdg. or IC.**

### BMS 630 Fundamentals of Hearing (3) I, II, S

This is an advanced graduate level course focusing on the anatomy and physiology of the auditory system. The course will introduce students to the basics of normal human hearing with a focus on the peripheral auditory system, neural coding of sound, and the perception of simple sounds. **P: Gr. Stdg. or IC.**

### BMS 660 Introduction to Systems Biology (3) II

This course presents a quantitative description of both metabolic networks and the molecular signaling pathways controlling the various phenotypes of living cells. Topics include an introduction to high-throughput technologies for genomics, epigenomics/ epigenetics, transcriptomics, interferomics (RNA interference), proteomics, and metabolomics, as well as applications to biomarker discovery and drug development. **P: IC.**

### BMS 667 Developmental Biology (3) II

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

### BMS 703 Advanced Cell Biology (3) II, AY

This course consists of detailed consideration of the functional aspects of cell biology with emphasis on eukaryotic cells. Topics include signal transduction, neuronal cell biology, synthesis, transport and processing of secretory proteins, extracellular matrix proteins, cell adhesions, and cytoskeleton. **P: IC.**

- BMS 704 Advanced Molecular Biology** (3) II, AY  
This course consists of detailed consideration of the structure, function and synthesis of DNA, RNA, and proteins with emphasis on eukaryotic cells. Topics include DNA structure, transcription, translation, replication, recombinant DNA technology, eukaryotic viruses and control of cellular differentiation in normal and abnormal states such as cancer. **P: IC.**
- BMS 705 Advanced Neuroscience** (3) I, AY  
This course consists of detailed examination of the physiology, cell biology, and molecular biology of the nervous system, with emphasis on mammalian systems. The course will include membrane physiology, ion channels, synaptic physiology, neurotransmitters and receptors, sensory receptors, neural circuits, and advanced techniques. **P: IC.**
- BMS 720 Advanced Topics in Molecular Structure/Function** (3) I, II, S  
This course covers functional aspects of molecular structure, peptide chemistry, and molecular interactions. Topics vary will change with each iteration of the course permitting students to repeatedly enroll in the course but with each covering a different topic. Nine credit hours are the maximal applicable toward the degree. **P: IC.**
- BMS 730 Advanced Topics in Cell and Molecular Biology** (3) I, II, S  
This course covers functional aspects of eukaryotic cells including gene regulation/expression, signal transduction, and cell-cell and cell-substrate interactions. Topics vary will change with each iteration of the course permitting students to repeatedly enroll in the course but with each covering a different topic. Nine credit hours are the maximal applicable toward the degree. **P: IC.**
- BMS 740 Advanced Topics in Physiology** (3) I, II, S  
This course covers specific aspects of physiology and pathophysiology of whole organisms and organ systems as well as cellular physiology. Topics vary will change with each iteration of the course permitting students to repeatedly enroll in the course but with each covering a different topic. Nine credit hours are the maximal applicable toward the degree. **P: IC.**
- BMS 747 Cellular and Molecular Mechanisms of Transmembrane Signaling** (3) I, II, S  
Detailed analysis of how an external signal is transduced into a cell language resulting in a response. Intracellular pathways involved in signal transduction will be examined. Discussions on various cell proteins and cross-talk among intracellular signal transduction pathways. **P: IC.**
- BMS 750 Advanced Topics in Morphology and Anatomy** (3) I, II, S  
This course covers functional morphology ranging from cellular ultrastructure to gross anatomy and embryology. Topics vary will change with each iteration of the course permitting students to repeatedly enroll in the course but with each covering a different topic. Nine credit hours are the maximal applicable toward the degree. **P: IC.**
- BMS 760 Advanced Topics in Neuroscience** (3) I, II, S  
This course integrates the areas of neuroanatomy, neurophysiology, neuropharmacology, and neuropathology at both the cellular and organismal level. Topics vary will change with each iteration of the course permitting students to repeatedly enroll in the course but with each covering a different topic. Nine credit hours are the maximal applicable toward the degree. **P: IC.**
- BMS 790 Research Methods** (3-5) I, II  
Methods and techniques used in on-going research projects. **P: IC.**
- BMS 791 Seminar** (1) I, II  
This course consists of formal oral presentations and critical discussions of assigned subjects to familiarize students with the nature and extent of research literature, the analysis of research papers, and the collation and presentation of scientific information. This course is repeatable. **P: DC.**
- BMS 792 Journal Club** (1) I, II  
This course consists of readings and presentations of current scientific literature, followed by group discussion involving students and faculty members. This course is repeatable. **P: DC.**

- BMS 795 Directed Independent Study** (2) I, II, S  
Each student, supervised by faculty members, will pursue in-depth reading and discussions on current research topics of interest to faculty and students. The purpose is to provide an environment whereby the student is introduced to scientific research methods and can improve critical thinking and reading skills as well as exchanging scientific information. **P: IC.**
- BMS 797 Directed Independent Research** (3-6) I, II, S  
This course consists of original investigation under supervision and guidance of individual staff members. **P: IC.**
- BMS 799 Master's Dissertation** (1-3) I, II, S  
This course consists of review of the literature and research data; writing of the thesis. Students must register for this course in any term when engaged in formal preparation of the Master's thesis; however, six credit hours are the maximum applicable toward the degree. **P: IC.**
- BMS 899 Doctoral Dissertation** (3-6) I, II, S  
This course consists of review of the literature and research data and the writing of the dissertation. Students must register for this course in any term when engaged in formal preparation of the doctoral dissertation; however, twenty credit hours are the maximum applicable toward the degree. **P: IC.**

## BIOSCIENCE MANAGEMENT (MBS)

Program Director: Deborah Wells  
Program Office: College of Business Administration

### PROFESSIONAL SCIENCE MASTER'S DEGREE

The Professional Science Master's in Bioscience Management is an interdisciplinary program offering graduate students and working professionals the opportunity to study the business of science. Increasingly, bioscience industry employers are seeking science-trained professionals with an understanding of business, including skills in project management, team building, marketing, finance, and communication. This degree provides graduates with a multi-disciplinary advantage in today's highly competitive job market.

#### Program Goals

Students who complete the M.S. in Bioscience Management will

1. Understand the process of technology commercialization in the biosciences, including intellectual property protection, regulation, clinical trials, marketability analysis, branding, pricing, financing, licensing, business formation, and management.
2. Be able to develop business plans for commercializing new bioscience products and services.
3. Be well-versed in current issues, developments and techniques in the biological sciences, including the fields of microbiology, genetics, biochemistry, biotechnology, drug development, and biological systems.
4. Develop the leadership and interdisciplinary teaming skills required to be successful in a context that combines science and business.

#### Faculty

Professors: N. Hanson, R. Moorman;  
Associate Professors: W. Duckworth, W. Hamilton, M. Reedy, A. York;  
Assistant Professors: P. Raval, K. van Dijk, T. Wachner;  
Adjunct Professors: M. Ahn, H. Runge, M. Dixon, W. Watts.

## Admission Requirements

Applicants must have a baccalaureate degree and submit the following documents:

1. Completed application form.
2. Official transcripts from all colleges or universities attended
3. Resume
4. Two letters of recommendation
5. GRE, GMAT, MCAT, DAT, PCAT or other equivalent graduate school admission test scores.

In addition, a personal interview will be conducted with each applicant as part of the admission process. A \$500 nonrefundable deposit will be required in order to secure a place in the program once admission is offered. This deposit will be applied to the first summer term tuition.

## Master of Science (M.S.) with a Major in Bioscience Management General Requirements

The Master's Program in Bioscience Management is a 30-hour, non-research-based, weekend graduate program designed to train students in the cross-disciplinary field involving the intersection between business and the biosciences.

### Master of Science (M.S.) in Bioscience Management (30 credits)

#### Course Requirements

MBS 710	Current Issues in the Biosciences	3 credits
MBS 720	Intellectual Property and the Regulatory Process	3 credits
MBS 721	Bioscience Innovation	3 credits
MBS 730	Principles of Experimental Design	3 credits
MBS 731	Principles of Biotechnology	3 credits
MBS 733	Advanced Science Elective	3 credits
MBS 740	Foundations of Drug Therapy	3 credits
MBS 742	Market Opportunity Assessment - Capstone Course	3 credits

#### (One of the following:)

MBS 711	Principles of Molecular Science	3 credits
MBS 712	Leadership and Teaming in the Biosciences	3 credits

#### (One of the following:)

MBS 722	Principles of Biological Systems	3 credits
MBS 723	Finance and Marketing for Scientific Ventures	3 credits

#### MBS 710 Current Issues in the Biosciences (3) S

Lectures and literature discussion, along with case studies, covering recent advances in the fields of microbiology, biochemistry, and genetics, and how these advances are being commercialized and applied to the development of products and services in a range of fields ranging from agribusiness, pharmaceuticals, nanotechnology, nutraceuticals, and so forth.

#### MBS 711 Principles of Molecular Science (3) S

This course covers the biochemistry, cellular biology, genetics, and molecular biology of biological systems. Although the primary focus of the class is mammalian systems, plants and microbial systems will also be considered.

#### MBS 712 Leadership and Teaming in the Biosciences (3) S

In this course, students will be introduced to basic principles of leadership and management and will be provided with the skills needed to successfully manage cross-disciplinary teams typically found in the biosciences. Communication and presentation skills, along with persuasion, negotiation and conflict resolution techniques will be taught and practiced. Students will develop their own professional development plans and career goals.

#### MBS 720 Intellectual Property and the Regulatory Process (3) I

This course surveys a variety of legal and regulatory issues including business formation and dissolution, securities law, mergers, corporate debt, and forms of doing business; business regulation, including FDA, FTC, USDA, HHS, and other organizations involved in regulating scientific research and business; intellectual property including patents, trademarks, copyrights, trade secrets, non-disclosure agreements, licensing, and contract law; and the role of corporate counsel, among other things.

#### MBS 721 Bioscience Innovation (3) I

This course will introduce students to the entire life cycle of the bioscience technology commercialization process, beginning with invention disclosure to intellectual property protection, to determining the marketability and market potential for the invention, to addressing whether the discover is better commercialized as a license or start-up to sources and terms of phased funding for the venture.

#### MBS 722 Principles of Biological Systems (3) I

This course applies the material from Principles of Molecular Sciences to a consideration of how biological systems are regulated at the physiologic, genomic, proteomic, and metabolomic levels in both normal and diseased states.

#### MBS 723 Finance and Marketing for Scientific Ventures (3) I

This course will introduce students to principles of finance and marketing that relate directly to scientific ventures. Topics in finance might include the pros and cons of debt vs. equity financing, venture capital, IPO's, mergers, investment principles, cash management techniques and cash budgeting, lease vs. purchasing decisions, investment term sheets, and financial statement basics. Topics in marketing might include the role of distribution channels, market size, target markets, life expectancy of the technology, industry and demographic trends, competitor analysis, regulatory and economic changes, new-to-the-world product and service pricing, and marketing research.

#### MBS 730 Principles of Experimental Design and Analysis in the Biosciences (3) II

This course focuses on common techniques in cell biology, genetics, molecular biology and biochemistry research, along with lab structures and functions, data analysis and interpretation techniques, and research design. Scientific research techniques, along with institutional review and grant administration will also be covered.

#### MBS 731 Principles of Biotechnology (3) II

The internship will allow students to develop skills outside their current area of expertise through working on a time-limited project within a science and business context. Each internship will be supervised by both a science and business PSM program faculty member.

#### MBS 733 Advanced Science Elective (3) II

This course is centered around a lab-intensive project on a current topic of interest and is taught by a member of Creighton's health science research faculty. Students research their topic and design and execute an original bioscience study. The course culminates in a presentation of their findings in the form of a scholarly paper, in which they also connect their findings to a commercial use of the technology.

#### MBS 740 Foundations of Drug Therapy (3) S

This course will familiarize students with general concepts and techniques in drug therapy, including what general classes of drugs do, drug delivery methods, drug actions and interactions, selected drug therapy categories, cancer genomics and so forth. The process of drug discovery and development will also be covered.

#### MBS 742 Market Opportunity Assessment - Capstone Course (3) S

This course is the capstone practicum. With the tools gained from preceding courses, students, working in cross-disciplinary teams, will write a business plan for assessing market opportunities and commercializing via licensing or start-up a bioscience technology. This plan will involve (as appropriate) a description of the project, research into industry trends and competitor analysis, description of the firm's IP position, management team required to complete the project, target market size, operations, time line, potential funding sources, financial projections, and critical risks. Each team will have both a science and a business mentor.

## MASTER OF BUSINESS ADMINISTRATION (MBA)

Program Director: Deborah Wells  
Program Office: Eppley College of Business Administration Building, Room 212

### GRADUATE STUDY IN BUSINESS ADMINISTRATION

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

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

#### Program Goals

1. Develop fundamental concepts, skills, and knowledge of functional areas of business in a global context.
2. Develop a depth of knowledge in a specific business area or areas.
3. Understand and demonstrate influential strategic leadership.
4. Apply analytical, critical, and creative thinking skills in a broad business context.
5. Demonstrate effective interpersonal communication and collaborative skills.
6. Develop a perspective that values ethical decision-making and social responsibility in business.

#### Faculty

Professors: C. Corritore, E. Goss, B. Kracher, J. Krogstad, R. Moorman, N. Murthy, R. Nath, T. Purcell, V. Raval, J. Wingender, J. Workman;

Associate Professors: L. Chen, W. Duckworth, R. Flinn, A. Gustafson, A. Hoh, R. Jorgensen, T. Lewis, R. Marble, T. Shimerda, K. Washer, D. Wells, A. York;

Assistant Professors: K. Briggs, T. Darnold, J. Deskins, L. Dunham, N. Govindarajulu, M. SeEVERS, T. Wachner;

Instructors: T. Bastian, T. Keen, M. LeFebvre, L. Mizaur.

#### Admission Requirements

1. **Eligibility for Admission:** Applicants for admission to the M.B.A. program must have a baccalaureate degree, regardless of the undergraduate field of study, and an acceptable level of scholarship from an accredited institution of higher education, along with the following documents:
2. **Application:** A completed application form, personal essay discussing how a master's degree fits in with an applicant's career plans and which aspects of Creighton's M.B.A. program are most appealing, current resume, and a non-refundable application fee.
3. **Recommendations:** Two recommendations are required. The recommendations should be completed by persons other than family members who are capable of assessing an applicant's performance in an academic or work setting.
4. **Transcripts:** One official transcript must be sent from each institution of collegiate rank attended by the applicant. Transcripts should be sent directly from the collegiate institution to the Graduate Business Programs, College of Business Room 212, 2500 California Plaza, Omaha, NE 68178. All such transcripts become the property of Creighton University.
5. **Graduate Management Admissions Test (GMAT):** All applicants must submit an acceptable score report on the Graduate Management Admissions Test (GMAT). The GMAT is administered by the PearsonVUE. Further information about the GMAT may be obtained at MBA.com.

#### GMAT Exemption Practices

1. **GRE Performance:** Applicants who have already taken the GRE may substitute their GRE performance for their GMAT score. The applicant's verbal plus quantitative GRE scores divided by two must reach 500 and the applicant must be above the 20th percentile in both categories.
2. **Professional Graduate Degrees:** Applicants may be exempt from taking the GMAT if they have earned a professional graduate degree. Examples of such degrees include: J.D., M.D., Ph.D., D.D.S., Ed.D., and Pharm.D.
3. **Professional certifications:** Applicants who have earned CPA certification or CFA certification (have passed at least Level 1) may be exempted from taking the GMAT.
4. **Creighton business graduates:** Applicants who have earned a BSBA degree from Creighton University College of Business in the last 10 years with at least a 3.5 overall GPA plus at least a 3.75 GPA in all accounting, finance, and statistics courses taken may be exempted from taking the GMAT.
6. **Test of English as a Foreign Language (TOEFL):** The Graduate School requires all students from countries in which English is not the native language to demonstrate competence in English by a score of 550 in the TOEFL (Test of English as a Foreign Language) examination or 80 on the Internet-based Test (iBT) at the graduate level. International applicants who received their baccalaureate degree from an accredited institution in the U.S., United Kingdom, Canada (excluding French Quebec), Australia, New Zealand, or Africa (English speaking only) are not required to submit a TOEFL score report.
7. **Financial Ability:** All international applicants must provide a "Certification of Available Finances" form in order for the I-20 form to be issued by the Office of International Programs if an applicant is admitted to the program.
8. **Statistics Requirement of the Graduate Business Programs:** Students entering a graduate business program will need to show evidence that they have completed at least one statistics course in their undergraduate degree that includes regression and correlation. Students without such a class may complete instead a non-credit statistics tutorial offered by the college for a fee.

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

#### Master of Business Administration (M.B.A.) Program

The Master of Business Administration (M.B.A.) program consists of 33 credit hours. All students must complete three courses (9 credit hours) of Core courses: MBA 771, MBA 775, and MBA 776. The remaining eight courses (24 credit hours) of coursework are determined by each student's academic background, business experience, and career aspirations, but must be of sufficient curricular breadth and integrative depth that a thorough understanding of business is achieved. The Associate Dean for Graduate Programs of the College must approve all programs of study. Up to eight Concentration courses may be taken based on the individual student's plan of study.

Students who neither hold an undergraduate degree in business nor have extensive work experience resulting in significant expertise in a functional area(s) will be required to complete the following courses: MBA 701, MBA 711, MBA 741, MBA 761, and ITM 731 as part of their 24 hours beyond the Core.

Students who hold an undergraduate degree in business will take Concentration courses rather than Functional Core courses. Students who have extensive work experience resulting in significant expertise in a given functional area(s) will take Concentration courses rather than Functional Core courses in that functional area(s). However, no more than four (12 hours) Concentration courses may be taken in a given functional area, and at least one Concentration course in three of the five functional areas of business must be taken in order to fulfill the breadth requirement. A maximum of three courses beyond MBA 771 can be taken in the management area. The five functional areas are accounting, economics, finance, information technology, and marketing. Lists of courses included in each functional area are posted on the college web site and available from the Dean's office.



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

## Master of Business Administration (33 credits)

**CORE COURSES** (Three core courses are required of all MBA students- 9 credits)

MBA 771	Leadership and Organizational Behavior	3 credits
MBA 775	Business Policy and Managerial Actions	3 credits
MBA 776	Business, Ethics, and Society	3 credits

**FUNCTIONAL CORE** Functional core courses may or may not be required based on students' academic backgrounds and business experience

MBA 701	Financial Reporting for MBAs	3 credits
MBA 711	Managerial Finance	3 credits
MBA 741	Economic Analysis for Managers	3 credits
MBA 761	Marketing Management	3 credits
ITM 731	Information Systems Management	3 credits

**CONCENTRATION COURSES:** Concentration courses are available in all of the functional areas, and cover advanced topics in that area. Some multi-disciplinary courses may be cross-listed in more than one functional area, in which case the program of study will have to identify how to count the course. Students will complete up to eight (24 hours) of these courses based on their program of study.

Lists of courses included in each functional area are posted on the college web site and available from the Dean's office. In general, a limit of six graduate hours is allowed outside of the College of Business. With approval, concentration courses could also include:

Other 700-level MBA or ITM classes not in the functional core.

MSA 722, 724, 726, 730, or 732.

500-level courses taken for graduate credit (ACC 516, 521, 538, 544, or 579; ECO 538; or FIN 558). A grade of "B" or better is required in 500-level courses for graduate credit.

Specified courses (LAW, MED, PHA, or INR) for students in the joint MBA/JD, MD/MBA, MBA/PharmD, MBA/MS-INR programs.

Other graduate level courses (for example, in Math or Psychology).

### MBA 701 Financial Reporting for MBAs (3)

Focuses on the fundamentals of financial accounting and reporting from a user-based and management-preparer perspective. The primary focus of this course is understanding the fundamentals of the financial reporting model and the means by which users, including preparers, utilize financial accounting information for decision making purposes. Topics covered in the course include the financial reporting environment, fundamentals of the accounting information system, reading and understanding audited financial statements, and financial statement analysis. Not open to students who have successfully completed an undergraduate Principles of Accounting (Financial) course or equivalent. **P: Approval of the Associate Dean for Graduate Programs.**

### MBA 702 Managerial Decision-Making Using Quantitative and Qualitative Data (3)

Provides insights into the selection and use of data, both accounting and non-accounting, to perform analyses to evaluate decision alternatives, interpret and use budgets and long-term plans, devise and use performance measures to evaluate performance and determine performance-based rewards. The decision scenarios include, but are not limited to evaluation of products and services (costs, pricing, quality), cost of quality, balanced scorecard, and ethics. **P: MBA 701.**

### MBA 711 Managerial Finance (3)

This course focuses on how financial managers can create value for a firm. Techniques addressed include effective employment of capital budgeting and resource allocation techniques, proper computation and use of the cost of capital, and how to deal with capital structure and dividend decisions. Not open to students who have successfully completed an undergraduate Managerial Finance course or equivalent. **P: MBA 701 or equiv. and Statistics.**

### MBA 712 Advanced Managerial Finance (3)

An advanced study of the role of financial managers in efficiently employing a firm's capital to create value. Case analysis is used to enhance understanding of the role, responsibilities, and overall goals of the financial manager of a firm. **P: MBA 711 or equiv. and Statistics.**

### MBA 715 Investment Value and Theory (3)

Study of advanced topics in investments, capital markets, and portfolio theory. Special emphasis on security analysis and valuation, as well as on the theory of efficient markets. **P: MBA 711 or equivalent.**

### MBA 717 Accounting Seminar (1-3)

Study of advanced topics in accounting. Focus on the analytical and empirical literature in the field of accounting. Course content necessarily changes each semester; therefore, flexibility is provided by the seminar approach. This course is repeatable up to nine credits. **P: MBA 701 or equivalent.**

### MBA 719 Finance Seminar (1-3)

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

### MBA 739 Tax Theory and Business Decisions (3)

Effects of taxation on business organization, capital structure, policies and operation. Deals with those phases of taxation that are general executive responsibilities. **P: MBA 701 or equivalent.**

### MBA 741 Economic Analysis for Managers (3)

A study of major micro- and macroeconomic principles, analyses of major economic problems, economic and business data. The course provides an understanding and familiarity with some basic micro and macroeconomics tools and economic policies that are used in business decision-making. Not open to students who have successfully completed undergraduate micro and macroeconomics or equivalent. **P: Statistics.**

### MBA 742 Seminar in Applied Managerial Economics (3)

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

### MBA 751 Economic Fluctuations and Forecasting (3)

Analyzing and forecasting fluctuations in national income, employment, and prices; impact of economic changes on business management; application of economic analysis to the problems of interpreting and forecasting of individual firm, industry, and general business conditions. **P: MBA 741 or equivalent.**

### MBA 759 Seminar in Applied Economics (1-3) (Same as INR 759)

Application of economic theory and analysis to selected problems and issues of local, regional, national, and international concern as these relate to business activity and the making of administrative decisions. **P: MBA 741 or equivalent.**

- MBA 761 Marketing Management (3)**  
Application of marketing concepts to real world marketing situations. An emphasis is placed on segmenting markets and identifying profitable market opportunities, developing comprehensive marketing plans and programs for reaching target customers, and the role of leadership and championing behavior within the firm in order to gain organizational commitment for a proposed marketing program. Not open to students who have successfully completed an undergraduate Principles of Marketing course or equivalent. **P: Approval of the Associate Dean for Graduate Programs.**
- MBA 765 Marketing Information for Executives (3)**  
The survey research process in a global marketing environment; how to work with a firm to identify and define the market research problem, to design a research study, to gather existing or secondary information to clarify the problem (using the internet or other secondary sources), to design a questionnaire, develop a sampling plan, collect the data, prepare and analyze the data, and finally to interpret and report the findings in light of the original research problem. Examples will also address the unique problems encountered when collecting market information internationally. **P: MBA 761 or equivalent and Statistics.**
- MBA 767 Marketing Dynamics Seminar (1-3)**  
Marketing theory is briefly reviewed to provide background for intensive analysis of current and sometimes controversial marketing issues. Course content necessarily changes each semester; therefore, flexibility is provided by the seminar approach. **P: MBA 761 or equivalent.**
- MBA 770 International Business Operations (3)** (Same as INR 770)  
Understanding the development of the international business world and the international business environment. Management of business operations across national boundaries and control of the international flow of money, personnel, information, goods, and services.
- MBA 771 Leadership and Organizational Behavior (3)**  
Theories and models that explain the influence of leadership on the behaviors and attitudes of individuals, teams, and other groups. Specific leadership skills such as motivating followers, recognizing individual differences, leading groups and teams, exercising power, managing conflict, improving communication, and leading change.
- MBA 774 Management of Environmental Risk (3)**  
Environmental issues relevant to management decision making. Emphasis is on risk analysis related to global/regional and workplace environmental issues. **P: ITM 731 or equivalent.**
- MBA 775 Business Policy and Managerial Action (3)**  
Strategic management concepts and practices used by business leaders to enhance the competitive position of their companies. The course will require students to take the role of upper management and use information from all functional areas of business to develop strategic responses to business situations. **P: Last semester or last six hours of enrollment in the MBA program.**
- MBA 776 Business, Ethics and Society (3)**  
Theoretical frameworks and practical approaches that business leaders can take for addressing micro, meso, and macro level ethical and social issues related to business. Specific issues covered can vary, though some global business ethics issues are always explored. Special emphasis is given throughout the course to ways that businesses can be both profitable and a positive force for economic and social justice.
- MBA 779 Seminar in Management (1-3)**  
Exploration and analysis of selected problems and issues in today's business environment. Course content changes each semester as current and sometimes controversial issues within are discussed. This course is repeatable up to nine credits. **P: Prerequisites depend on course content.**
- MBA 795 Independent Study and Research (1-3)**  
Advanced study and research in subjects not ordinarily covered by regularly scheduled courses. **P: IC and Approval of Associate Dean for Graduate Business Programs.**

## CHRISTIAN SPIRITUALITY (CSP)

Program Director: Richard J. Hauser, S.J.  
Program Office: University College, Eppley College of Business, Room B11

### GRADUATE STUDY IN CHRISTIAN SPIRITUALITY

Creighton University's graduate program in Christian Spirituality holds as its primary value the integration of these three elements: (1) a thorough knowledge of Christian Spirituality based on Scripture, Church Tradition and Christian heritage, contemporary theology and psychology with an emphasis on Ignatian Spirituality; (2) experiential appropriation of the mysteries of the Christian faith, grounded in human development through reflection, prayer and communal worship; (3) an apostolic orientation directed toward more effective ministry skills especially toward preparation for giving spiritual direction and directed retreats. These are not viewed as successive stages or compartments but as a lived synthesis of mind, heart and mission.

#### Program Goals

At the completion of their program, the graduates will:

1. Have the skills to deliver spiritual direction and directed retreats - (Certificate graduates).
2. Analyze, interpret, and critique advanced scholarly writing in the field of study of Christian Spirituality.
3. Effectively communicate information within the field of Christian Spirituality to specialists and non-specialists alike, both orally and in writing.

#### Faculty

Professors: M. Hamm, W. Harmless, R. Hauser, J. O'Keefe, W. Wright;  
Associate Professors: E. Burke-Sullivan, T. Kelly, T. Shanahan;  
Assistant Professor: S. Calef, B. Harris.

#### Admission Requirements

##### Prerequisites for Admissions

A baccalaureate degree; 12 recent credits in: Old Testament, New Testament, Theological Ethics and some type of Contemporary Christian Theology; Share the spiritual goals of the program.

In addition, Certificate candidates must be 30 years of age, have a history of two years of regular spiritual direction and currently receiving spiritual direction.

An 8-day silent retreat is required before beginning the second summer of Certificate study. It is recommended, but not required, that candidates complete an 8-day silent, directed retreat prior to entering the program.

##### Admission Requirements

All applicants must provide three letters of recommendation addressing their life of faith and prayer in addition to the usual credentials for admission to the Graduate School. It would be helpful to the admission committee if the applicant provided a short letter of introduction explaining their reasons for seeking the degree and or certificate. All materials should be sent to the Graduate School..

#### Master of Arts (M.A.) with a Major in Christian Spirituality

The degree requires 33 credit hours of course work. The courses are distributed so that one can finish the degree in three summers. Students are encouraged to make a personally directed retreat before or during the first year of the program. Students are required to make a personally directed retreat of eight days, under an approved director, during the program. No thesis is required, but an integrating essay of approximately 25 pages is required at the conclusion of the program.

All degree candidates must take at least one course in each of the following five areas:

CSP 776	Discernment of Spirits: Theory and Practice	3 credits
<b>(One of the following:)</b>		
CSP 760	Scriptural Foundation of Christian Spirituality	3 credits
CSP 761	Liturgical Foundation of Christian Spirituality	3 credits
<b>(One of the following:)</b>		
CSP 769	The History of Christian Spirituality	3 credits
CSP 770	Called to Holiness: The Christian Vocation	3 credits

**(One of the following:)**

CSP 764	Prayer and Christian Spirituality	3 credits
CSP 765	Prayer, Intimacy, and True Christian Growth	3 credits
CSP 766	Contemplation in the Christian Tradition	3 credits

**(One of the following:)**

CSP 778	Biblical Roots for Peace and Justice Ministry	3 credits
CSP 779	Spirituality and Social Concerns	3 credits

**Electives** **18 credits**  
**33 credits**

Theology courses that may be taken for completion of CSP requirements and elective are currently cross-listed with both THL and CSP numbers. CSP students may also take a limited number of the following courses listed in the Master of Arts in Ministry (MAM) program to complete their electives with permission of the directors of both CSP and MAM programs: MAM 610, MAM 620, MAM 650, MAM 660, MAM 676, MAM 680, MAM 761, MAM 780.

**Graduate Certificate in Spiritual Direction and Directed Retreats**

Those seeking a graduate certificate in Spiritual Direction and Directed Retreat must take:

CSP 780	Introduction to Personal Counseling
CSP 773	The Theology of the Spiritual Exercises of St. Ignatius
CSP 776	Discernment of Spirits: Theory and Practice
CSP 781*	Pre-Practicum in Spiritual Direction and Directed Retreats
CSP 782	Post-Practicum in Spiritual Direction and Directed Retreats

**(One of the following:)**

CSP 764	Prayer and Christian Spirituality
CSP 765	Prayer, Intimacy, and True Christian Growth
CSP 766	Contemplation in the Christian Tradition

\* Students are required to apply for admission to CSP 781. Only students who have successfully completed CSP 781 and received the approval of the Director of Practica are authorized to begin the practicum.

Note: The graduate certificate in Spiritual Direction and Directed Retreats is granted when the candidate completes all courses satisfactorily and has competently demonstrated ministerial skills and attitudes deemed essential for spiritual direction by the program administration. The development of these ministerial skills and attitudes will be assessed by all the faculty - in particular by the counseling and practica faculty - along with the candidate's intellectual knowledge and personal appropriation of course materials.

- CSP 660 Dreams and Spiritual Growth** (1-3) S (Same as THL 660)  
This course will explore the significance of dreams in discerning spiritual growth. Some attention will be given to the role of dreams in scripture and Christian tradition. The primary aim of the course is to familiarize participants with the psychology of dreaming and with contemporary methods for discerning the religious meaning of one's dreams: in one's own spiritual growth and development as well as in working with dreams in the context of spiritual direction.
- CSP 661 T'ai Chi Chih: Joy through Movement** (1) S (Same as THL 661)  
T'ai Chi Chih's body movement meditation releases stress by relaxing the body and refreshing the mind. The twenty simple movements can be done by all regardless of age and physical condition.
- CSP 663 Pastoral Approaches to Psychopathologies** (1-3) S  
Overview of the more usual sorts of abnormal behaviors likely to be encountered in counseling sessions conducted by pastors and spiritual directors. Diagnosis, treatment techniques, referrals. Emphasis on cases presented by students and on practical modes of intervention. **P: CSP 780 or equiv.**
- CSP 664 Spirituality of John** (1-3) S  
Course examines themes from writings of John central for spirituality.

- CSP 665 Spirituality of Diocesan Priesthood** (1) S  
Reflection on charisma and spirituality of diocesan priesthood.
- CSP 666 Centering Prayer and the Experience of God** (1-3) S (Same as THL 666)  
Contemplative practices such as Lectio Divina and centering Prayer, which directly cultivates the experience of God's presence and extend the interior silence of prayer into daily life. Additional topics include prayer as relationship, the experience of the Dark Night, and fruits of contemplative prayer in daily activity.
- CSP 669 Salesian Spirituality** (1-3) S (Same as THL 669)  
Introduction to the Salesian spiritual tradition co-founded in the 17th century by Francis de Sales and Jane Chantal. Seminal texts such as the *Introduction to the Devout Life* and the lives of the founders will backdrop discussion of central Salesian themes as resources for contemporary living.
- CSP 670 Art and Spirituality** (1-3) OD (Same as THL 670)  
With an experiential, hands-on format using watercolor and other art media this course provides an opportunity for right-brain expressions of prayer, spiritual understanding, and experience of God.
- CSP 671 Yoga** (1)  
At the core of Hatha Yoga is the integration of mind and spirit. Yoga is a tool for bringing awareness to the self and relationships both spiritual and emotional. As a tool for spiritual growth and wellness this course is designed to teach students the fundamental practices of Yoga. Through these practices students will develop an understanding of how to integrate yoga into spiritual awareness and spiritual direction.
- CSP 672 True Self/ False Self: The Enneagram and Spiritual Transformation** (1)  
Within the True Self/ False Self framework, the Enneagram will be appropriated as a vehicle for spiritual growth and transformation. Topics will also include the Enneagram in Discernment and Spiritual Direction.
- CSP 673 Spiritual Dialogue: East Meets West** (1-3) S (Same as THL 673)  
Overview of perspectives and practices from Eastern wisdom that have parallels in Christianity and can deepen prayer experiences, as well as Eastern ideas that challenge Christian beliefs.
- CSP 675 Spirituality of Luke-Acts** (3) S (Same as THL 675)  
Study of the spiritually implicit in Luke's two-volume masterpiece. Focus on God, Jesus, Holy Spirit, discipleship, possessions, community, mission, the Christian reading of the Hebrew Scriptures, and how narrative is a vehicle of theology and spirituality.
- CSP 676 Giving 19th Annotation Retreats** (1-2) S  
How to give retreats to people in everyday life according to Annotation 19 of the Spiritual Exercises of St. Ignatius. **P: CSP 773; CO: CSP 781.**
- CSP 677 Dante's Spiritual Journey** (1-3)  
Introduction to the Divine Comedy through a careful reading of the cantos of the Purgatorio. Dante's mystical ascent of the seven storey mountain of Purgatory to an experience of repentance and purification.
- CSP 678 The Spirituality of Paul** (1-3) (Same as THL 678)  
A study of the Pauline correspondence to analyze what these letters imply regarding the gospel vision as a way of seeing that leads to a way of being. This course will focus especially on Paul's Jewish background and his use of that tradition to explain Jesus as the climax of the covenant and his way as the fullness of human being; creation, community, cross, new creation.
- CSP 690 Supervision for Spiritual Directors** (1-3) S  
A workshop for spiritual directors who are interested in acquiring or improving the skills necessary to supervise others in this ministry. **P: CSP 782.**
- CSP 702 The Gospel of Mark** (3) OD  
In-depth study of the earliest gospel, using historical, literary and theological perspectives. Special attention to Mark's use of the Old Testament, his interpretation of Jesus and the Church, and the implications for using this text for Christian life and worship today.



- CSP 715 Marian Spirituality (1-3) S** (Same as THL 715)  
This course will explore "Mary as mother and teacher of the spiritual life," e.g., Mary and the Holy Spirit, Mary's virtues, Mary as first disciple of the Lord, as Servant of the Lord, and as Model of the Church. This course likewise studies the various expressions of Mary's place in the universal call to holiness, e.g., the "Marian thread" in the lives of the Saints, with a special emphasis on the new Saints and Blesseds of Pope John Paul II.
- CSP 716 C.S. Lewis: Christian Apologist and Spiritual Writer (1-3) S** (Same as THL 716)  
This course will study the religious thought and spirituality of the 20th century's foremost Christian apologist through a reading and discussion of his many-sided religious and spiritual writings.
- CSP 717 Jungian Psychology and Christian Spirituality (3) S** (Same as THL 717)  
This course will explore the relationship between major aspects of Jung's psychological theory and Christian Spirituality. The principal aim of the course is to familiarize participants with basic concepts of Jungian psychology and to assimilate what is most useful in Jung for pastoral practice, one's own spiritual life and development as well as spiritual direction. Some films and fairytales will be used to convey concepts.
- CSP 718 A Theology and Spirituality of Conversion (3) S**  
Freedom to respond to the grace of conversion into the likeness of the Son of God is the hallmark of Christian discipleship and the hoped for outcome of spiritual direction in general and the Spiritual Exercises in particular. To balance theory with practice we will examine Ignatius of Loyola's human and spiritual conversion. Students will apply course work to their personal growth and development so as to better prepare for the ministry of spiritual direction.
- CSP 719 Catholic Devotions in a Global Context (1-3)**  
Theological, historical and practical consideration of the rich devotional traditions of the global Catholic Church. Attention given to the role devotions play in the spiritual life, the variety of cultural forms devotions take and preparation of the spiritual guide to discern the place of devotions in a director's life.
- CSP 720 Celtic Spirituality (1-3) S**  
This course explores the wisdom of the Celtic Saints and their holistic approach to God, the earth, life, and others. Students will examine the principal characteristics of this early Christian spirituality as it found expression in the *Carmina Gadelica* and the lives of men and women shaped by Christianity's conduct with the culture of the Celtic people.
- CSP 721 The Marian Dimension of Spiritual Direction (1)**  
What is Mary's place in Spiritual Direction? This course will explore Mary in the life of the Spiritual Director and develop new awareness of her place in the contemplative method of Spiritual Direction.
- CSP 722 Mary in the Life of St. Ignatius (1)** (Same as THL 722)  
This short course will explore Mary in the life of St. Ignatius by investigating his autobiography and other writings. It is written, "Ignatius dreamed of a lady who was for him the doorway of the graces he would receive throughout his life. He asked Mary to grant his greatest desire, -to deign to place him with her Son."
- CSP 723 Creating a Preached Retreat (1-2)**  
This practical course is designed to help a prospective director create a preached retreat experience of two to three or more days based on the dynamic of the Spiritual Exercises of St. Ignatius.
- CSP 760 Scriptural Foundation of Christian Spirituality (3) S** (Same as THL 760)  
Introduction to Scripture, especially the New Testament, as the foundation to all Christian Spirituality. Faith, prayer, Holy Spirit, Church, centrality of Christ.
- CSP 761 Liturgical Foundation of Christian Spirituality (3) S** (Same as THL 761)  
An exploration of the Church's liturgical prayer life as an important basis and foundation for Christian Spirituality.
- CSP 762 Doctrinal Foundation of Christian Spirituality (3) S** (Same as THL 762)  
This course examines the foundational doctrines of faith, such as, the Trinity, the divine and human Jesus, salvation by Christ, God's activity in history, the Holy Spirit, and explores their relevance for the Christian spiritual journey, including the relationship to God, to all humanity and to the entire created universe.
- CSP 764 Prayer and Christian Spirituality (3) S** (Same as THL 764)  
Using classical and contemporary texts in Christian Spirituality, course studies the theology, methods, stages and dynamics of personal prayer and mysticism. This course is graded Satisfactory/Unsatisfactory.
- CSP 765 Prayer, Intimacy, and True Christian Growth (3) S** (Same as THL 765)  
The connection between spiritual and human growth, the necessity of keeping a relationship with Christ, and concrete simple ways of doing it each day.
- CSP 766 Contemplation in the Christian Tradition (3) S** (Same as THL 766)  
Course examines approaches to contemplation in classical and contemporary texts. Among authors and texts studied are the following: Pseudo-Dionysius, Cloud of Unknowing, Meister Eckhart, Teresa of Avila, John of the Cross. **P: CSP 764 or 765 or equiv.**
- CSP 767 Spanish Mysticism (3)** (Same as THL 767)  
Study of Ignatius of Loyola, Teresa of Avila and John of the Cross, discussing their spirituality, teachings on prayer, and understanding of human life as a pilgrimage with Jesus, ending only when total union with God is reached. **P: CSP/THL 764 or 765 or equivalent.**
- CSP 769 The History of Christian Spirituality (3) S** (Same as THL 769)  
Development from post-apostolic age to the present. Some of the classics of Christian Spirituality.
- CSP 770 Called to Holiness: The Christian Vocation (3) S** (Same as THL 770)  
Saints, ways to sanctity, past and present. The Communion of Saints. NOTE: This course fulfills the requirement for a course in the History of Spirituality.
- CSP 773 The Theology of the Spiritual Exercises of St. Ignatius (3) S** (Same as THL 773)  
Theology, interpretations, commentators, structure, with practical applications. Students will draw greater benefit from this course if they have a prior experience of the Spiritual Exercises either in an individually directed silent retreat or an extended retreat in daily life.
- CSP 776 Discernment of Spirits: Theory and Practice (3) S** (Same as THL 776)  
Study of the tradition of discernment in the Church with special emphasis on the rules for discernment of spirits in the Spiritual Exercises and the application of these to Christian life and practice.
- CSP 778 Biblical Roots for Peace and Justice Ministry (3) S** (Same as THL 778)  
How to use Scripture responsibly in approaching the social and planetary issues of the third millennium. Sample topics: creation and ecology, violence and nonviolence, hunger and stewardship, conscience and civil authority, option for the poor. Opportunity for special issue study.
- CSP 779 Spirituality and Social Concerns (3) S** (Same as THL 779)  
Reflections on the practice of spiritual direction, retreat leadership, and other pastoral ministries in light of themes of justice, peace and solidarity in scripture, Christian history, Catholic social teaching, and human experience. Investigation of how the reality of social injustice affects the private and public dimensions of the spiritual life. Emphasis on personal appropriation and leadership development so that students may integrate knowledge that gain into the ministries.
- CSP 780 Introduction to Personal Counseling (3) S**  
Theory and practice of the dynamics of personal counseling. Analysis of the likenesses and differences between spiritual direction, spiritual counseling, pastoral counseling, and counseling. Helping methods based on Scripture and personality sciences. Practical acquisition of facilitating behaviors of understanding and listening.



- CSP 781 Pre-Practicum in Spiritual Direction and Directed Retreats (3) S**  
Preparation for work in spiritual direction and in giving directed retreats. Students must be receiving spiritual direction themselves for at least two years and also have made at least one eight-day directed retreat. **P: CSP courses including CSP 773; CSP 780 or equiv.; and prior consent of Coordinator of Practica; P or CO: CSP 776.**
- CSP 782 Post-Practicum in Spiritual Direction and Directed Retreats (3-4)**  
Follows a year of receiving supervision in offering spiritual direction and giving directed retreats. A deepening of knowledge and skills needed to offer spiritual direction and directed retreats. **P: CSP 781 and consent of Coordinator of Practica.**
- CSP 783 Spiritual Direction Within the Family System (3) S**  
Course focuses on the spiritual aspects of who we are in light of the family we come from. Overview of how one integrates spirituality into one's family life. Topics include: The Implications of Family Stories; A Framework for Working With Family of Origin in Spiritual Direction; Family Loss From Resistance, Death, Anger.
- CSP 784 The Twelve Steps and the Spiritual Exercises of St. Ignatius (1-3) S**  
Course examines the Twelve Steps of Alcoholics Anonymous against the backdrops of the Spiritual Exercises. First half of class is an experience of meeting on one of the steps; second half is reflection on the step in light of the Spiritual Exercises.
- CSP 785 Psychological Dynamics of Spiritual Growth (3) S, OD (Same as THL 785)**  
This course seeks to develop a comprehensive overview of contemporary authors who have developed perspectives on the interface between psychology and spirituality. Such authors will include: Merton, Nouwen, Rupp, and vanKaam.
- CSP 786 Family Spirituality (1-3) OD (Same as THL 786)**  
Designed for both those who are familiated and those who minister to families. Key questions: What are the elements of a spirituality derived from within the experience of family? What is the relationship between such a spirituality and the classic traditions of Christian spirituality? How do the family ("the domestic church") and the wider church community serve, enrich and enable each other?
- CSP 789 Spirituality for Americans: Thomas Merton's Contemplative Vision (3) OD (Same as THL 789)**  
The relevance of Merton for contemporary American spirituality. Merton in context of the American experience: his life, writing and thought as guidelines for living the Gospel today. Special attention to themes of True Self, Contemplation and Non-violence.
- CSP 790 Spiritual Formation (1-3) S, OD (Same as THL 790)**  
The nature and dynamics of spiritual formation, emphasizing personal developmental aspects of spiritual growth. Practical aspects of the spiritual life: spiritual identity, spiritual consciousness, holistic spirituality. Theoretical perspective on formative relations in structured situations: religious formation, seminary formation, spiritual formation in parishes. Formation issues: spiritual growth through stages of the life cycle, sexuality and chastity, conflict and community, suffering and death, work and ministry.
- CSP 791 Spirituality and Sexuality (1-3) S, OD (Same as THL 791)**  
As body-persons, all men and women are called to integrate the various dimensions of our human existence within a thought out/lived out perspective, i.e., a spirituality. For various historical, cultural, and religious reasons incorporating our sexuality can be challenging, even problematic. Through lecture, guided reading/reflection, class discussion, and writing, students will be encouraged to develop their personally meaningful spirituality of sexuality.
- CSP 793 Directed Independent Readings (Credit by Arrangement) S (OD)**  
To be arranged. **P: DC. written instructor consent prior to preregistration.**
- CSP 795 Directed Independent Study (Credit by Arrangement) S (OD)**  
To be arranged. **P: DC. written instructor consent prior to preregistration.**
- CSP 797 Directed Independent Research (Credit by Arrangement) S (OD)**  
To be arranged. **P: DC. written instructor consent prior to preregistration.**

## CLINICAL ANATOMY (CAN)

Program Director: Thomas Quinn  
Program Office: Criss II, Room 314

### GRADUATE STUDY IN CLINICAL ANATOMY

The Master's Program in Clinical Anatomy is offered in the Department of Biomedical Sciences and the collaborating departments of Radiology, Surgery, and Pathology. The program curriculum includes human gross anatomy and neuroanatomy, pathology, surgery, radiology, histology, and embryology as related to clinical practice. Students have opportunities to dissect the entire body, to attend autopsies and surgeries, and to participate in case-based discussions of regional anatomy. A portion of the curriculum will also be devoted to lecture techniques, clinical correlations, computer aided instruction, and to the proper and safe preparation and use of preserved and fresh tissue for anatomical demonstration. Students must begin the program in August with the study of human gross anatomy. The program of study lasts 18 months including the Summer Session of the first year. Students will graduate with a Master's Degree in Clinical Anatomy in December.

#### Program Goals

Within the context of Creighton as a Jesuit, Catholic University, the Master's in Clinical Anatomy Program offers students the opportunity to correlate didactic and dissection experience with applied clinical anatomy. In addition to anatomical lectures and laboratories, students will participate in clinical sessions within the departments of Surgery, Pathology and Radiology. This program encourages students to pursue personal accountability, professional proficiency and commitment to community.

At the completion of this Program, the graduate will:

1. Have the necessary skills and experience to teach clinically relevant anatomy in any of the Health Sciences.
2. Demonstrate critical thinking and the ability to correlate human gross anatomy and neuroanatomy, pathology, surgery, radiology, histology, and embryology as related to clinical practice.
3. Demonstrate ethical decision making, humanitarianism, and civic responsibility.

#### Faculty

Professors: P. Brauer, L. Bruce, D. Cullen, T. Quinn, J. Yee;  
Associate Professors: A. Kincaid, D. Nichols, N. Norton;  
Assistant Professor: R. Meyer.

#### Admission Requirements

This course of study primarily is designed for those who wish to continue their professional careers as teachers of clinical anatomy or who will incorporate a significant amount of clinical anatomy teaching into their academic careers. It is also appropriate for those who later intend to pursue further graduate study, to study medicine, or another health care profession. The target group of students also includes those individuals who have had previous graduate training in related fields, but who wish to add practical teaching expertise in clinical anatomy. Students must have at least a B.S. or B.A. with a strong science component, and have at least a 3.0 grade point average. Students are required to take the Graduate Record Exam (GRE) or an equivalent professional school entrance exam (e.g., MCAT). Graduates of foreign universities for whom English is not the first language are required to take the TOEFL examination.

**Master of Science (M.S.) with a Major in Clinical Anatomy***Semester One (Students must begin in Fall Semester)*

CAN 602 Human Gross Anatomy	6 credits
CAN 626 Clinical Embryology	2 credits
CAN 792 Current Topics in Clinical Gross Anatomy	2 credits

*Semester Two (Spring Semester)*

CAN 630 Human Neuroanatomy	4 credits
CAN 640 Clinical Rotations (Surgery, Radiology, Pathology)	2 credits
CAN 645 Educational Techniques in Clinical Anatomy	2 credits
CAN 792 Current Topics in Clinical Gross Anatomy	2 credits

*Semester Three (Summer Semester)*

CAN 629 Anatomical Techniques and Topics	2 credits
CAN 645 Educational Techniques	2 credits
CAN 792 Current Topics in Clinical Gross Anatomy	2 credits

*Semester Four (Fall Semester)*

CAN 603 Microscopic Anatomy	4 credits
CAN 621 Teaching Practicum in Human Anatomy*	4 credits
CAN 792 Seminar in Clinical Gross Anatomy	2 credits
<b>Total Credits</b>	<b>36 credits</b>

\* Tuition is waived for these hours since the students will be teaching medical students.

**CAN 602 Human Gross Anatomy (6)** (Same as BMS 602)  
Detailed structure of the human body. Dissection of the cadaver combined with conferences, lectures, and assigned readings. 4R, 9L. **P: IC.**

**CAN 603 Microscopic Anatomy (4)**  
This course provides a comprehensive examination of the light microscopic anatomy and ultrastructure of cells, tissues, and organs. A combination of lectures, discussions, and laboratories is employed with a major focus on a laboratory experience using the light microscope.

**CAN 621 Teaching Practicum in Medical Anatomy (4-5)**  
Practical experience in teaching human gross anatomy. The students will demonstrate the prosected bodies which they dissected during the previous summer. Each student will also assist with tutorials, test preparation and grading. Students will be required to prepare for each laboratory session and to actively assist the first-year medical students in the laboratory. Students will be evaluated by the medical students as well as by the course faculty. **P: IC.**

**CAN 626 Clinical Embryology (2)**  
This is a course in human anatomy designed to provide students with insight into the important correlation between human development anatomy and gross anatomy. The course will cover development of all of the systems of the body. The fetus, placentation, birth and delivery also will be dealt with. Major congenital malformations will be discussed in detail. **P: IC.**

**CAN 629 Anatomical Techniques and Topics (2)**  
The proper preparation, care and preservation, for gross anatomical specimens will be dealt with. Techniques by which individual systems and tissues may be demonstrated and used by the students in this course. These techniques will include latex and corrosion casting, prosection preparation, and long-term preservation of specimens. Students will learn basic embalming techniques and formulation of preservation fluids. Management of body donation programs and interaction with the public will be discussed as will the ethics of human tissue use. The management and safe use of fresh tissue dissection facilities will be discussed. Students will participate in the design of a modern facility for clinical anatomy study. **P: IC.**

**CAN 630 Human Neuroanatomy (4)**

The students in this course will have the opportunity to study the gross and histological anatomy of the central and peripheral nervous systems. The course will include dissection of the brain and spinal cord and study of the circulatory system of the central nervous system. The students also will study basic neurology. **P: IC.**

**CAN 640 Clinical Rotations and Discussion Group (2-4)**

This course provides opportunities to experience day to day applications of gross anatomy in the clinical specialties of surgery, radiology, and pathology. Weekly discussions of the various cases will be held during which the pertinent anatomical correlations will be analyzed as will methods of best conveying to health sciences students the clinical information gained. Students will be expected to write a synopsis of each case and conduct the necessary literature research for a current relevant bibliography. This course is repeatable up to eight credits. **P: IC.**

**CAN 645 Educational Techniques in Clinical Anatomy (2)**

The opportunity to design and implement educational techniques appropriate for lecture, small group, and laboratory applications. Each student will prepare and deliver two formal lectures which will be videotaped and constructively critiqued by faculty and peers. Approaches to computer-aided educational techniques will be considered as will specific teaching strategies for traditional lectures and tutorials. **P: IC.**

**CAN 792 Current Topics in Clinical Gross Anatomy (1-3)**

Provides a discussion group which is focused on current literature in clinical anatomy, surgery, pathology and radiology as it directly pertains to the study and clinical application of anatomy in the health sciences. This course is repeatable up to eight credits **P: IC.**

**CLINICAL AND TRANSLATIONAL SCIENCE (CTS)**

Program Director: Devendra K. Agrawal

Program Office: Criss II, Room 510

**GRADUATE STUDY IN CLINICAL & TRANSLATIONAL SCIENCE**

The Center for Clinical and Translational Science (CCTS) at Creighton University is committed to the cutting-edge multidisciplinary clinical and translational research in a manner that builds upon current science strengths to help bring about an era of personalized medicine. The Center is an innovative resource to support and advance education, collaboration and research in clinical and translational science by pooling existing strengths and expertise together. The goal is to increase the number, quality and diversity of clinical and translational researchers and promote research and intellectual exchange among diverse professionals that elicit novel approaches to area health care priorities and fostering long-term, bi-directional relationships with academic and community partners. An integral part of this commitment is to identify, educate, and create a mentored environment to develop and enrich the career of next generation of clinical and translational researchers to become independent investigators, and engage the community in clinical research efforts.

**Program Goals**

Successful scholars in the CTS program will be mentored and supported to write independent research grant applications. Scholars will be enrolled either as full-time or part-time scholars. The CTS graduate program will provide a structured course curriculum. Since the stature comes with recognition of qualifications, successful scholars will earn Graduate Certificate in CTS and MS in CTS. The graduates of the CTS program will:

1. demonstrate the competence and knowledge in applied biostatistics, federal policies in clinical and translational research, and disparity in global health issues as they pertain to the community;
2. demonstrate an ability to combine critical thinking, disciplined research, and effective problem-solving both within their field of study and beyond, for use in the service to others;

3. demonstrate the knowledge of scientific integrity, ethics, and moral values to maintain responsible conduct of research in the field of clinical and translational science following Catholic and Jesuit mission;
4. demonstrate competency in written and oral communication of their acquired knowledge and research findings in relation to public health issues to scientific and non-scientific audience;
5. demonstrate deliberate reflection for lifelong personal and professional career in their field of expertise; and
6. demonstrate an ability to interact and coordinate with a diverse group of colleagues and the ability to respond effectively to the questions and feelings of others.

The MS Graduates will have gained the ability to identify important clinical questions, ability to independently conduct clinical and translational research, develop research protocols, generate pilot data, conduct clinical investigations, ability to critique and interpret findings to non-specialists in their field, analyze and write the results in a publishable form and develop and submit grant proposals.

Each scholar will select a Graduate Advisory Committee. It will be comprised of four members of the CTS faculty and other qualified faculty within the Health Sciences and other schools at Creighton. The committee members will be selected by the scholar in consultation with the major advisor and in consultation with the Program Director of the CTS program. The Participant Advisory Committee of each scholar will set up educational goals, will provide information about opportunities for conferences, networking and communication, and will provide information about clinical research opportunities and assist the scholar in identifying a focus area. The scholar will meet in person with his/her major advisor at least once a week. Progress of the scholar will be evaluated at least once every quarter by the scholar's graduate advisory committee. The purpose of such meetings will be to evaluate the scholar's progress and the effectiveness of the CTS graduate program. A written report of each advisory committee meeting will be maintained in the file of the scholar.

### Faculty

Professors: D. Agrawal, R. Brumback, T. Casale, C. Destache, A. Forse, J. Gallagher, R. Heaney, O. Kosoko-Lasaki, S. Lanspa, J. Lappe, M. Latta, S. Mohiuddin, M. Monaghan, R. Recker, D. Wilson, R. Zetterman;  
Associate Professors: K. Drescher, B. Furlong, J. Knezetic, P. Turner;  
Assistant Professors/Instructors: P. Nowatzke, J. Tolman.

### Admission Requirements

1. A minimum of bachelor's degree or equivalent, with satisfactory completion of course work in both the biological and chemical sciences.
2. A minimum GPA of 3.0 on a scale of 4.0 is required.
3. The applicant is required to submit results from the Graduate Record Examination (GRE) prior to admission. GRE scores in the 50th percentile or above for the verbal and quantitative parts of the examination are preferred. A minimum score of 3.5 is required for the analytical writing component.
4. The scores of the MCAT, DAT, USMLE or other Health Professional Entrance Examination may be considered in lieu of GRE.
5. GRE will not be required from applicants who hold a professional degree, such as MD, Pharm D, DDS, or Master of Science in Nursing (MSN) or equivalent.
6. The Graduate School requires all students from countries in which English is not the native language to demonstrate competence in English by a minimum score of 550 in TOEFL (Test of English as a Foreign Language) examination or a minimum of 80 on the Internet-based Test (iBT) at the graduate level.

Each applicant's "Personal Statement" together with prior academic preparation and Letters of Reference will be carefully reviewed by an internal committee chaired by the Program Director, Devendra K. Agrawal. Highly motivated scholars will be selected and the final recommendation to the Dean of Graduate School will be made for their enrollment in the Graduate Certificate in CTS or Master of Science in CTS. Selection will be based on: (i) the quality of the applicant's academic and/or clinical record, (ii) quality of applicant's letters of recommendation, (iii) potential for development into an independent clinical and translational researcher focused on patient-oriented clinical research, (iv) commitment to a career in patient-oriented clinical research whether in academia or in a pharmaceutical industry, and interest in disseminating clinical trial outcomes to health-related fields that serve the general community.

## Master of Science (M.S.) with a Major in Clinical and Translational Science

The scholars in the MS program will be required to complete 30 credit hours including the following core courses (15 credit hours). Based on individual scholar's academic preparedness, there will be flexibility in the core courses. For example, if a scholar already had taken some of the following core courses during their training program, those scholars can take other courses in the CTS graduate program.

CTS 601	Biostatistics and Analysis	3 credits
IDC 601	Responsible Conduct of Research	1 credit
CTS 701	Intermediate Biostatistics	3 credits
CTS 702	Federal Policies in Clinical & Translational Research	1 credit
CTS 704	Community-Based Participatory Research	1 credit
CTS 705	Community Engagement in Clinical Trans. Research	2 credits
CTS 713	Preparation of Competitive Grant Applications	2 credits
CTS 719	Translation of Research Innovation	2 credits
CTS 791	Seminars in Clinical & Translational Science	1 credit
CTS 797	Directed Independent Research	6-9 credits
CTS 799	Master's Thesis	1-6 credits

In addition, each scholar will be required to successfully complete at least 4 credit hours of course work from the list of elective courses offered in the CTS program.

## Graduate Certificate in Clinical & Translational Science: 15 credits

The scholars will be required to take the following core courses. Based on individual scholar's academic preparedness, there will be flexibility in the core courses. For example, if a scholar had already taken some of the following core courses during their previous education, he/she can choose other courses in the CTS graduate program, but this requires approval by the Program Director.

CTS 601	Biostatistics and Analysis	3 credits
IDC 601	Responsible Conduct of Research	1 credit
CTS 701	Intermediate Biostatistics	3 credits
CTS 702	Federal Policies in Clinical & Translational Research	2 credits
CTS 705	Community Engagement in Clinical Trans. Research	2 credits

### CTS 601 Biostatistics and Analysis of Clinical Data for Evidence-based Practice (3)

The focus of CTS 601 will be on descriptive, parametric and nonparametric bivariate inferential statistics used in medicine and foundational to the empirical "evidence" supporting evidence-based practice. Didactic lectures, class discussions, individual and group projects using empirical data, and presentations to peers will develop analytical skills for evaluating the published empirical research in medicine and related health care disciplines. Emphasis is on identifying the appropriate research design, statistical tests, and interpretation of results, given a specific practice-based question.

### CTS 701 Intermediate Biostatistics: Correlational & Multivariate Regression Analyses of Clinical Data (3) I

The CTS 701 course builds on the principles mastered in CTS 601 by developing the skills and knowledge for appropriate use of multivariate regression techniques based on the correlational aspects of clinical data. The conceptual and applied applications of correlational and multivariate regression analyses to clinically relevant research datasets will be the focus of the course while keeping mathematics to a minimum of college-level algebra. Specific datasets will be provided along with encouragement for students to incorporate their own research datasets into the course.



- CTS 702 Federal Policies in Clinical & Translational Research (2) I**  
This class will provide a comprehensive overview of the History of Federal Regulations that Govern Human Subject Research. These will include: (1) Research Ethics, (2) Federal and State Regulations, (3) OHRP and FDA Documents, (4) Institutional Review Board Functions and Operations, and (5) Informed Consent. The program objective will be to: (i) provide a Historical Perspective of the Development of the IRB System and Federal Regulations, (ii) discuss the Relevant Ethical Principles and their Application, (iii) cover all Federal and State Regulations (DHHS, FDA, HIPAA), (iv) analyze guidance documents (OHRP, FDA), (v) Provide an overview of IRB functions and operations (exempt/expedited/ convened review, IRB requirements, risk/benefit analysis, vulnerable populations, subject recruitment, advertising), (vi) explore Informed Consent (required elements, practical considerations, proper documentation, helpful hints, common errors), and (vii) case Studies and Discussion (to braid together the course content with real-life work experiences).
- CTS 705 Community Engagement in Clinical & Translational Research (2) S**  
This two-credit hour course focuses on the definitions, concepts, Best Practices, and challenges of Community Engagement in Clinical and Translational Research. Learning strategies will include: didactic and seminar classes, independent reading and assignments, local and national speakers with expertise in Community Engagement and Clinical and Translational Research, case studies, audiovisuals, etc. The student will: (1) Demonstrate a knowledge of the history, rationale, and the emerging emphasis of Community Engagement in Clinical and Translational Research, (2) Identify the resources and organizations furthering community engagement, (3) Demonstrate an understanding of definitions, concepts, Best Practices, and challenges of community engagement, (4) Compare and contrast community engagement in several countries, (5) Apply Best Practices of community engagement to one's own student research project, and (6) Demonstrate an appreciation for the value of Community Engagement in Clinical and Translational Research.
- CTS 706 Epidemiology (2) II, S**  
Epidemiology is the study of the distribution, determinants, and prevention of diseases in the population. Epidemiology studies natural history of diseases, environmental and genetic risk factors that may increase or decrease the risk of diseases, and interventions that can prevent the occurrence, recurrence, and adverse sequelae of diseases. This course will consist of approximately 20 hours of classroom with a combination of didactic instruction, interactive panel discussion, and small group projects in designing epidemiologic studies. Primary emphasis will be on epidemiologic study methods and applications.
- CTS 708 Health Disparity in Global Health (2) II**  
The global health issues are extremely critical due to transmission of infectious diseases across the world, emergence of resistance to current antibiotic therapies, threat of bioterrorism, and health disparity between and within nations. Thus, it is critical to understand the social and environmental factors that contribute to diseases and develop preventive measures. Upon completion of this course, the CTS scholar will be able to understand: (1) health inequalities, (2) socio-economic risk factors, (3) maternal and child health, (4) the health of special populations, (5) HIV-AIDS, Malaria and tuberculosis, (6) globalization and emerging infectious diseases, and (7) global health payers and players and their role in understanding cultural issues.
- CTS 709 Clinical Research Design and Methods (2)**  
An overview of the research designs available for clinical investigation: Strengths and weaknesses of controlled trials, cohort studies, and case control studies; the problem of response heterogeneity; bias and its sources; the problem of lost sampling units; randomization and its importance; the weaknesses of systematic reviews and of evidence-based medicine.
- CTS 712 Bioinformatics and Information Technology in Clinical Medicine (2)**  
This course will introduce the scholars to Bioinformatics, which uses computer databases to store, retrieve and assist in understanding biological information. Genome-scale sequencing projects have led to an explosion of genetic sequences available for automated analysis. These gene sequences are the codes, which direct the production of proteins that in turn regulate all life processes. The CTS graduate program scholars will be shown how these sequences can lead to a much fuller understanding of many biological processes allowing pharmaceutical and biotechnology companies to determine for example new drug targets or to predict if particular drugs are applicable to all patients.

- CTS 713 The Discipline of Scientific Writing and Preparation of Competitive Grant Applications (2)**  
The course will entail lectures on how to write a scientific paper and a proposal for funding with adherence to conventions of the literature and expectations of individual journals and funding agencies. Emphasis will be placed on writing clear English, and sequence of information. Course topics will include those in the recommended literature: (1) Writing a scientific paper and speaking at scientific meetings, second edition, Communicating in Science, by Vernon Booth, Cambridge University Press, 1993, (2) The Elements of Style, by W. Strunk and E.B. White, and (3) Writing a Scientific Paper, Chapter 1. The ACS Style Guide, A manual for Authors and Editors, Second Edition, J.S. Dodd, Editor, 1997, American Chemical Society. The lecture topics will be demonstrated in class discussions of papers selected from the literature. Students will be expected to participate in discussions and write individual critiques of the papers.
- CTS 715 Applied Pharmacokinetics and Pharmacodynamics for Clinicians (3) I**  
This course will prepare the clinician for individualized optimization of drug dosage based on a thorough understanding of pharmacokinetic and pharmacodynamic principles. The clinical application of pharmacokinetics to specific drugs will be discussed through the presentation and solution of problems commonly encountered in the clinical practice setting. The process of using drug concentrations, pharmacokinetic, and pharmacodynamic criteria to optimize therapy in individual patients will be illustrated and reinforced through discussions of pertinent drugs and case examples. Finally, principles and the underlying mechanisms of drug-receptor interaction will be discussed.
- CTS 716 Molecular Medicine & Molecular Genetics (2)**  
The overall objective of this course is to familiarize the student with current aspects of molecular medicine in the clinical setting. The course will consist of 36 lecture sessions. Two thirds of these sessions will cover classical Mendelian molecular genetics, modern genetic testing and genetic diseases. The remaining lectures will cover the genetic aspects of cell inflammation, cell death and neoplasia. These lectures will be presented by members of the Departments of Pathology and Biomedical Sciences. Also, each student will be assigned a separate genetic disease and will "present" it to the class—similar to the way one would do it at a clinical grand rounds conference.
- CTS 718 Medical Anthropology Research Strategies (1)**  
This course is about doing research not about results obtained. Those initiating their first medical anthropological research experiences may understand some of the techniques and results of their research related to their proposed study, but many have limited knowledge of actual strategies by which such research is undertaken as well as the many limitations that constrain anthropological inquiries into the medical sciences.
- CTS 719 Translation of Research Innovation to Commercial Entities: Academic Entrepreneurship (2)**  
Relationships between academic medical centers and corporate entities have become increasingly important in bringing new biotechnologies into clinical practice. These relationships have become part of a complex innovation ecosystem comprised of entrepreneurs, universities, corporate partners and others in a collaborative/competitive environment. This course will cover critical issues in intellectual property management, disclosure, patents, and discuss ethical dilemmas in academic corporate relationships. It will describe various models for translating biotechnology innovation into commercial products including University start-ups and University/Corporate partnerships. Issues related to the FDA regulatory process will be explored to assist investigators in determining whether the potential product is considered a drug, a biological therapeutic, or a biologic. Finally NIH funding mechanisms via the STTR and SBIR will be explored and include eligibility considerations, new NIH funding opportunities, and enhancements to the program.
- CTS 791 Seminars in Clinical and Translational Science (1)**  
Regular seminars will be arranged in conjunction with the Grand Rounds and Research Presentations in the Department of Medicine. The seminar topics will relate to clinical and translational science, including issues in clinical research design and conduct, community engagement in clinical research, research methodologic issues, Web-based Technology: Implications for Data Collection in Clinical Research, gene and stem cell therapy, nanotechnology, etc. Seminars will be held at least once a week. Outside qualified speakers will be invited. This course can be taken every semester.



**CTS 795 Directed Independent Study (2-3)**

In this course, each scholar will be supervised by faculty members; will pursue in-depth reading and discussions on current research topics of interest to faculty and students. The purpose is to provide an environment whereby the student is introduced to scientific research methods and can improve critical thinking and reading skills as well as exchanging scientific information.

**CTS 797 Directed Independent Research (3-6)**

Original investigation under supervision and guidance of individual faculty members. The course will require laboratory work and conferences. The CTS graduate students will have choice to select research projects in many different disciplines of clinical and translational science and will select a major advisor. If necessary, a co-major advisor may also be selected.

**CTS 799 Master's Thesis (1-6)**

Review of literature and research data; writing of the thesis. The scholars must register for this course in any term when engaged in formal preparation of the Master's thesis. However, six credit hours are the maximum applicable towards the degree.

## COUNSELOR EDUCATION (COU)

M.S. in Counselor Education Director: Debra L. Ponec

### GRADUATE STUDY IN COUNSELING

This program is organized on the assumption that an effective counselor must be a personally adequate person who has a cognitive understanding of humankind and counseling theory. In addition to intellectual understanding, the counselor must continually develop proficiencies and competence in specific skills germane to the helping relationship. It is important for the student beginning this program to understand that he or she is expected to further his or her maturity in all three areas — personal growth, cognitive understanding, and technical competence.

Programs are designed to meet the needs, on the Master's level, of those interested in various counseling roles and student personnel services. These programs are designed to develop the competencies demanded of an individual embarking on a career in one of these areas. Such individuals are usually employed by school systems, employment services, colleges, and community agencies. To be employed in a school system, a counselor must be certified by a State Department of Education. In many states, counselor certification demands a teaching certificate and teaching experience. It should also be noted that potential employers frequently impose additional requirements above those needed for certification, e.g., teaching experience within that system.

#### Program Goals

Using the Counselor-Researcher/Scientist model of training, the graduates will demonstrate:

1. Content and pedagogical knowledge required to counsel in educational and agency settings, including:
  - a. elements that make counseling a profession,
  - b. social and cultural contexts of relationships,
  - c. nature and needs of individuals at all developmental stages,
  - d. counseling and consultation process,
  - e. career development and related life factors,
  - f. group approaches to counseling,
  - g. individual and group approaches to assessment,
  - h. research and program evaluation,
  - i. ethics of professional counseling practice and commitment to that end,
  - j. organizational, political, and social structures that specialty area, and
  - k. self and others as spiritual beings
1. Jesuit charisms that impact practice;
2. Skills required to counsel in educational and agency settings; and
3. Dispositions favorable to working in educational and agency settings.

### Faculty

Professors: B. Brock, C. Dickel, L. Houtz; Professor Emeritus: E. O'Connor;  
Associate Professors: T. Cook, B. Doyle, S. Ishii-Jordan, D. Ponec, J. Smith;  
Assistant Professors: W. Durow, L. Olson, T. Simonds;

### Admission Requirements

- Completed application and application fee.
- Official transcripts from all colleges/universities attended
- Three letters of recommendation
- 3.00 GPA (minimum undergraduate)
- Official scores on the Graduate Record Examination (GRE)
- One-page resume
- Writing sample: Personal statement on "Why I want to be a counselor"
- Notarized Convictions Statement and Mental Health capacity forms.
- TOEFL scores for students from countries in which English is not the native language.

Internship commences with the student completing all coursework and culminates with the student practicing in real-world counseling settings. A student may not enroll in internship until the core requirements including a practicum have been completed. The student who does not plan his or her course work to accomplish this will need to return during another semester or summer session to complete the degree requirements. Occasionally, a student may have completed a core course on another campus before transferring to Creighton. Even though the credit is accepted in the transfer, the competencies assigned to that course must be demonstrated prior to being permitted to enroll in internship. The internship requires 600 clock-hours on site at a school or agency during normal business hours with a minimum of 240 clock-hours identified as direct, face-to-face service. It is expected that the internship will extend over a two-semester period. The course requirements demand two or more semesters for students who cannot gain released time from their present employment.

The internship is taken only after all core courses are completed satisfactorily. The internship cannot be completed before the final semester of attendance unless the student can present sufficient cause for modification.

For each area of specialization, elective hours will be necessary to achieve the 42 hours required for degree completion. Students should consult with the director of the counselor education program for recommendations of acceptable electives.

### Master of Science (M.S.) with a Major in Counseling

**NOTE:** The Graduate Program in Counseling is in a major revision process. This revision will hopefully lead to application for accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Current program information may be obtained from the Director of the Counseling Program.

### Master of Science (M.S.) with a Major in Counseling (42 credits)

All degree candidates are required to take the following and choose one of the following tracks:

COU 540	Professional Orientation and Ethics in Counseling	3 credits
COU 542	Seminar in Counseling	1 credit
COU 544	Life Span Development	3 credits
COU 610	Counseling Theories and Methods	3 credits
COU 612	Practicum in Counseling	3 credits
COU 615	Educational Research	3 credits
COU 619	Counseling Diverse Populations	3 credits
COU 620	Methods in Group Counseling	3 credits
COU 630	Appraisal in Counseling	3 credits
COU 640	Career Counseling and Programming	3 credits

*College Student Affairs Track:*

COU 611	Theory and Assessment in College Student Affairs	3 credits
COU 650	Foundations and Functions of College Student Affairs	3 credits
COU 680	Advanced Seminar in Counseling I	1 credit
COU 681	Advanced Seminar in Counseling II	1 credit
COU 690	Internship in College Student Affairs I	3 credits
COU 691	Internship in College Student Affairs II	3 credits

*Elementary School Guidance Counselors Track:*

COU 642	Counseling in the Elementary School	3 credits
COU 680	Advanced Seminar in Counseling I	1 credit
COU 681	Advanced Seminar in Counseling II	1 credit
COU 682	Internship in Elementary School Counseling	3 credits
COU 683	Advanced Internship in Elementary-School Counseling	3 credits
	Three additional credits of Counseling electives.	3 credits

*Secondary School Guidance Counselors Track:*

COU 646	Counseling in the Secondary School	3 credits
COU 680	Advanced Seminar in Counseling I	1 credit
COU 681	Advanced Seminar in Counseling II	1 credit
COU 684	Internship in Secondary-School Counseling	3 credits
COU 685	Advanced Internship in Secondary School Counseling	3 credits
	Three additional credits of Counseling electives.	3 credits

*College Counseling and Student Development Track:*

COU 650	Foundations and Functions of College Student Affairs	3 credits
COU 680	Advanced Seminar in Counseling I	1 credit
COU 681	Advanced Seminar in Counseling II	1 credit
COU 688	Internship in College Student Personnel Services	3 credits
COU 689	Adv. Internship in College Student Personnel Services	3 credits
	Three additional credits of Counseling electives.	3 credits

*Community Counselor Track:*

COU 652	Community Mental Health	3 credits
COU 680	Advanced Seminar in Counseling I	1 credit
COU 681	Advanced Seminar in Counseling II	1 credit
COU 686	Internship in General Counseling	3 credits
COU 687	Advanced Internship in General Counseling	3 credits
	Three additional credits of Counseling electives.	3 credits

If one desires to be **certified** to function as a counselor in an elementary or a secondary school, entrance into the program requires 24 semester hours of Education and a teaching certificate. The undergraduate program must include at least two of these courses: general psychology, educational psychology, tests and measurements, child psychology, human growth and development. School counselors must have two years of successive full time teaching experience to add a counseling endorsement.

If one does not wish to be certified as a counselor in an elementary or a secondary school and intends to seek employment elsewhere, entrance into the program requires **24** semester hours in the behavioral sciences. Of this number, **12** must be upper-division. It is assumed also that general psychology will have been taken as a prerequisite to the upper-division work. An evaluation of one's undergraduate program will be made to determine how adequate it is for entrance into this program. It must be understood that the completion of this type of program **will not** qualify one to be a counselor in an elementary or secondary school.

The programs are competence based so that a candidate must demonstrate competency in a number of skills in each course in the counseling core before receiving a satisfactory grade.

- COU 540 Professional Orientation and Ethics in Counseling** (3) I (Same as PSY 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.**
- COU 542 Seminar in Counseling** (1) I  
Self assessment of skills appropriate to counseling by means of psychometric assessment and participation in a personal growth group. **P: IC. CO: COU 540.**
- COU 544 Life Span Development** (3) I  
Focuses on a broad overview of physical, special, and psychological aspects of human development from conception to old age. **P: Jr. stdg.**
- COU 573 Treatment Modalities in Marriage and Family Therapy** (3) OD  
The primary family systems modalities in marriage and family therapy are presented both in theory and in case study analysis. The presenting problem, history of the problem, family history, identification of dysfunctional dynamics, goals, plan of treatment, and outcome/evaluation are emphasized in each modality. **P: IC.**
- COU 575 Introduction to Peer Education in Student Development Programming** (3) OD  
Introductory course in the conceptualization, development, and practical application of innovative outreach programming in student service settings. Emphasis on presentation development in such areas as interpersonal relationships, health and wellness issues, stress management, alcohol and drugs, career planning, and leadership development. **P: Jr. stdg.**
- COU 580 Theory and Treatment of Addictive Disorders** (3) OD  
Presentation of substance abuse theory, various treatment approaches, and intervention strategies which are currently in use in chemical dependency treatment and prevention programs. Students will have the opportunity to explore several theoretical approaches, incorporate these approaches into their own on-going developmental body of knowledge, and develop an integration plan to utilize their own personal theory of counseling in a program of treatment for chemical dependency. **P: Jr. stdg.**
- COU 582 Family Dynamics of Addictive Disorders** (3) OD  
Designed to provide students with an understanding of various ways in which the family is affected by the addiction of one or more of its members. Students will have the opportunity to explore several theoretical approaches to family work, become aware of current research in the area, gain an understanding of current intervention strategies used with the family, and explore the variety of ways in which the family is involved in the rehabilitation process. **P: Jr. stdg.**
- COU 583 Case Planning And Clinical Treatment In Chemical Dependency** (3) OD  
Designed to provide students with an understanding of the need to serve those who live with substance abuse/dependence or related disorder. This course provides comprehensive problem definitions, treatment goals, objectives, interventions, and DSM IV TR diagnosis for 29 substance abuse related disorders. **P: DC.**
- COU 584 Stress and Crisis Management** (3) OD  
An understanding of the nature and causes of personal stress and crisis situations, methods of intervention and management. Emphasis on practical application through simulation and practicum situations from both a personal and professional perspective. **P: COU 540.**
- COU 586 Drug Use and Human Behavior** (3) OD  
Examination of the effects of drug use on society and the effects of society on drug and alcohol use with emphasis on substance abuse and addiction. Discussion of the history of legal restrictions on the possession and sale of drugs in the United States. The pharmacology of commonly abused drugs will be described in terms that can be understood by those who are not in the health professions. **P: Jr. stdg.**
- COU 590 Counseling Significant Losses** (3) I (Same as PSY 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. **P: Sr. stdg.**

- COU 610 Counseling Theories and Methods (3) I**  
Course presents theories of counseling, processes associated with each theory, and the goals which each theory attempts to reach. **P: COU 540, 542, 544, and 615.**
- COU 611 Theory and Assessment in College Student Affairs (3)**  
This course examines "Student Development Theory" in the College Student Affairs domain as its foundational theory of practice. The assessment of student and program development as well as effective organizational behavior and leadership will also be examined. Students will employ current evidence-based practice in their evaluation of theory and assessment. **P: COU 540, 542, 544, and 615.**
- COU 612 Practicum in Counseling (3) II**  
Course designed to enhance the development of counseling skills and practices. Students will use laboratory facilities to learn and practice counseling behaviors with students and peers. **P or CO: COU 610.**
- COU 614 Selected Approaches to Individual Counseling (1-3) OD**  
Focus on a selected theory or approach to individual counseling of the instructor's choosing; a short, concentrated learning experience emphasizing acquisition of skills in implementing the chosen approach.
- COU 615 Education Research (3) I, II (Same as EDU 615)**  
The introduction to the foundational terms, principles, and concepts of Educational Research are covered. Students will develop a small-scale research proposal.
- COU 619 Counseling Diverse Populations (3) S**  
This course will help counselors-in-training as well as practicing counselors to (1) become aware of personal biases in counseling, (2) deal with the "isms" apparent in modern society from a counseling viewpoint, (3) understand economic and cultural conditioning and its impact on both counselor and client problem-solving, (4) manage personal disclosure with clients of diverse populations, and (5) develop a coherent and appropriate response to legal and ethical issues presented by members of diverse populations. **P: COU 540.**
- COU 620 Methods in Group Counseling (3) II**  
Principles and dynamics of group processes and interaction as related to counseling classes, role playing, and personal development in counseling. **P: COU 610; P or CO: COU 612.**
- COU 621 Practicum in Group Counseling (3) OD**  
Course designed to enhance the development of group counseling skills and practices. Students will learn and practice the leadership behaviors involved in group counseling with student peers. **P: COU 620.**
- COU 622 Selected Approaches to Group Counseling (1-3) OD**  
Focus on a selected theory or approach to group counseling of the instructor's choosing; a short, concentrated learning experience emphasizing acquisition of skills in implementing the chosen approach.
- COU 630 Appraisal in Counseling (3) I**  
Consideration of psychometric theory and its implication for counselor usage of tests. Developing skills in test selection, administration, and interpretation. **P: EDU 615.**
- COU 635 Diagnosis in Counseling (3) S**  
This course examines the essential components of assessment and clinical decision-making leading to development of an accurate diagnostic impression. The student learns the history, the components, and the use of the Diagnostic and Statistical Manual of Mental Disorders and the International Classification of Diseases (DSM/ICD). **P: COU 540, 542, 544 and 615.**
- COU 640 Career Counseling and Programming (3) II**  
Theories of vocational development; types, sources, and use of occupational and educational information in career counseling and decision making. **P: COU 540, 542, 544, and 615.**
- COU 642 Counseling in the Elementary School (3) S**  
An orientation to counseling at the elementary school level through the study of current principles and practices of elementary school counseling.
- COU 644 Counseling in the Middle School (3) OD**  
An orientation to counseling at the middle school level through the study of current principles and practices of middle school counseling.
- COU 646 Counseling in the Secondary School (3) S**  
An orientation to counseling at the secondary school level through the study of current principles and practices of secondary school counseling.
- COU 648 Organization and Administration of Counseling Services (3) OD**  
Practices and problems in organizing, administrating, supervising, and evaluating pupil personnel programs at various educational levels.
- COU 650 Foundations and Functions of College Student Affairs (3) OD**  
This course offers an introductory examination of the history and philosophy of college student affairs. The contextual dimensions, knowledge and skills, and assessment/evaluation appropriate to the college student affairs settings will be introduced.
- COU 652 Community Mental Health (3) S**  
Presentation of the development, practice, and role of community mental health. Emphasis on developing an understanding of mental health and social policy as well as on acquiring skills in preventive intervention, mental health consultation, crisis intervention, and assessment of community structure and needs. **P: COU 540, 542, 544, and 615.**
- COU 654 Preventive Mental Health (3) OD**  
An overview of the concept of mental health with particular emphasis on developing strategies to enhance coping skills, self-esteem, and support systems, and to decrease organic factors, stress, and exploitation.
- COU 656 Consultation in Counseling (3) OD**  
This course examines the triadic relationship of consultation. Students will examine multiple consultation models, and develop a consultation project with a professional from another discipline. **P: COU 540, 542, 544, 615.**
- COU 658 Selected Approaches to Family Counseling (1-3) OD**  
Focus on a selected theory or approach to family counseling of the instructor's choosing; a short, concentrated learning experience emphasizing acquisition of skills in implementing the chosen approach.
- COU 670 Selected Topics in Counseling (1-3) S**  
Theoretical and applied aspects of counseling as selected by the designated instructor.
- COU 680 Advanced Seminar in Counseling (1) I**  
Further practice in counseling skills, development of a tentative, personal theory of counseling, and discussion of professional issues in counseling. **P: Completion of all core course work.**
- COU 681 Advanced Seminar in Counseling II (1) II**  
Further practice in counseling skills, development of a tentative personal theory of counseling, and professional development issues in counseling. **P: Completion of all core course work.**
- COU 682 Internship in Elementary School Counseling (3) I, II**  
Supervised, on-site experience in counseling with elementary-school clients. Experience in the full range of counselor duties and responsibilities in an elementary-school setting. This course is repeatable. **P: All core requirements and IC.**
- COU 683 Advanced Internship in Elementary School Counseling (3) I, II**  
A second, supervised, on-site experience in counseling with elementary school clients. Experience in the full range of counselor duties and responsibilities in an elementary school setting. This course is repeatable. **P: All core requirements and IC.**

- COU 684 Internship in Secondary School Counseling** (3) I, II  
Supervised, on-site experience in counseling with secondary-school clients. Experience in the full range of counselor duties and responsibilities in a secondary-school setting. This course is repeatable. **P: All core requirements and IC.**
- COU 685 Advanced Internship in Secondary School Counseling** (3) I, II  
A second, supervised, on-site experience in counseling with secondary-school clients. Experience in the full range of counselor duties and responsibilities in a secondary-school setting. This course is repeatable. **P: All core requirements and IC.**
- COU 686 Internship in General Counseling** (3) I, II  
Supervised, on-site experience in counseling with general agency/community clients. Experience in the full range of counselor duties and responsibilities in a community agency setting. This course is repeatable. **P: All core requirements and IC.**
- COU 687 Advanced Internship in General Counseling** (3) I, II  
A second, supervised, on-site experience in counseling with general agency/community clients. Experience in the full range of counselor duties and responsibilities in a community agency setting. This course is repeatable. **P: All core requirements and IC.**
- COU 688 Internship in College Student Personnel Services** (3) I, II  
Supervised, on-site experience in counseling with college clients. Experience in the full range of counselor duties and responsibilities in a college setting. This course is repeatable. **P: All core requirements and IC.**
- COU 689 Advanced Internship in College Student Personnel Services** (3) I, II  
A second, supervised, on-site experience in counseling with college clients. Experience in the full range of counselor duties and responsibilities in a college setting. This course is repeatable. **P: All core requirements and IC.**
- COU 690 Internship in College Student Affairs I** (3) I  
Supervised, on-site experience in counseling, program development, and implementation for clients and the student body at-large. Experience in the full range of counselor and Student Affairs duties, responsibilities, and activities in their internal college setting. This course is repeatable. **P: All core requirements and IC.**
- COU 691 Advanced Internship in College Student Affairs II** (3) I, II  
A second, supervised, off-site experience in counseling, program development, and implementation for clients and the student body at-large. Experience in the full range of counselor and Student Affairs duties, responsibilities, and activities in their external college setting. This course is repeatable. **P: All core requirements and IC.**
- COU 793 Directed Independent Readings** (Credit by Arrangement) I, II  
Intensive reading in an area as approved by the department. **P: DC.**
- COU 795 Directed Independent Study** (Credit by Arrangement) I, II  
Independent research on a topic designed by the student with the approval of an advisor from the department. **P: DC.**
- COU 797 Directed Independent Research** (Credit by Arrangement) I, II  
Intensive research in an area as approved by the department. This course is repeatable. **P: DC.**
- COU 799 Master's Thesis** (1-3) I, II  
Research in connection with the preparation of the Master's thesis. Students must register for this course in any term when engaged in formal preparation of the Master's thesis; however, six credit hours are the maximum applicable toward the degree.

## EDUCATION (EDU)

M.S., Educational Leadership Program Director: Barbara Brock  
Magis Catholic Teacher Corps Program Director: Caroline Pogge  
M.S., Special Populations in Education Program Director: Sharon Ishii-Jordan  
M.Ed, Secondary Program Director: Fr. Tom Simonds, S.J.  
M.Ed, Elementary Program Director: Lynn Olson  
Coordinator of Special Education: Beverly Doyle  
Department Office: Hitchcock Center for Communication Arts, Room 106

## GRADUATE STUDY IN EDUCATION

Six master's degree programs are offered by the Department of Education. All applicants must meet the requirements of the Graduate School. Specific program requirements and outcomes are described below. Additional information about this department may be found at <http://www2.creighton.edu/ccas/education>.

### Faculty

Professors: B. Brock, T. Dickel, L. Houtz; Professor Emeritus: E. O'Connor;  
Associate Professors: T. Cook, B. Doyle, S. Ishii-Jordan, D. Ponec, J. Smith;  
Assistant Professors: P. Durow, L. Olson, T. Simonds.

### Master of Education (M.Ed.) in Secondary Teaching

These programs are designed for college graduates (with certain undergraduate degrees) who are interested in earning their Nebraska teaching certificate with a master's degree. These programs are accredited/approved by state, regional, and national accrediting agencies, including the National Council for Accreditation of Teacher Education (NCATE), the Nebraska Department of Education, and the Department of Education at Creighton University. Secondary (7-12) teaching endorsements are offered in the following areas: Biology, Chemistry, English, French, German, History, Journalism, Latin, Physics, Religious Education (P-12), and Spanish. The department also offers field endorsements in the following areas: Art (P-12), Language Arts, Mathematics, Natural Science, and Social Science. Creighton offers these supplemental endorsements: English as a Second Language (P-12) and Mild/Moderate Disabilities (7-12). Many courses include field experience at an elementary or secondary school and the Creighton preservice teacher must arrange his or her own transportation. Prior to any education program coursework or field experience, the teacher education candidate must sign and have notarized two affidavits assuring that, a) he or she does not have a felony or misdemeanor conviction involving abuse, neglect, or sexual misconduct; and b) the teacher education candidate is in sound mental capacity. The candidate must maintain this status throughout the program. Also, prior to the first field experience, and again prior to student teaching, the preservice teacher must have a satisfactory background check through the Education Department.

### Program Goals for M.Ed. Secondary School Teaching

Graduates will:

1. Understand human development and appreciate diverse learners.
2. Plan and use a variety of instructional strategies to accommodate diverse learners and help all students succeed and fulfill their potential.
3. Plan and use a variety of assessment strategies to diagnose learner needs and evaluate learning outcomes.
4. Collaborate with colleagues, parents, and community members to assist learners and to advance the school's mission.
5. Value and exhibit the Ignatian / Jesuit charisms of cura personalis (personal care), magis (excellence), men and women for and with others (service and justice), and contemplation in action (reflective ethical decision making).
6. Learn how to communicate effectively and demonstrate the ability to communicate effectively in diverse school settings.
7. Develop the ability to think critically and apply critical thinking skills in an action research project that culminates in a poster presentation.



### *M.Ed. Secondary School Teaching Degree Requirements*

There are two ways that this Master's degree can be pursued.

- *Accelerated M.Ed. in Secondary Teaching Program.* This 35-hour option is for students seeking to receive a standard master's degree and/or teaching certificate. Courses are offered at a 50% tuition discount. Courses required are: EDU 503, 510, 525, 548, 551, 552, 583, 591, 593, 615, 692; plus one of the following: EDU 576, 577, 578, 579; plus one elective. Note: Effective beginning in the 2011-2012 academic year, EDU 575 will replace EDU 576, 577, 578, and 579.

- *Magis Catholic Teacher Corps Program.* This 38-hour option seeks to develop a core of highly motivated teachers to serve in underserved Catholic Schools. Each year a new cohort is admitted into the program. Upon acceptance, Magis teachers will make a commitment for two years to live in community and pursue professional and spiritual development while serving as full-time teachers in selected Catholic schools. This program is offered at no tuition cost to the participants. Courses required are: EDU 503, 510, 520, 525, 548, 551, 583, 601, 615, 675, 680, 681, 686, 687, 688, and 689; plus one of the following: EDU 601 and EDU 675.

*Related Programs:* The Education and Theology Departments offer additional certification programs for persons preparing to teach religion. Please see the Theology Department program descriptions in this bulletin for the BA/MA and MA in Theology with teacher certification programs.

### *Master of Education (M.Ed.) in Elementary Teaching*

This program is designed for a person with a bachelor's degree who is interested in earning an initial Nebraska teaching certificate to teach at the elementary level. This program is accredited/approved by state, regional and national accrediting agencies, including the National Council for Accreditation of Teacher Education (NCATE), the Nebraska Department of Education, and the Department of Education at Creighton University. The endorsement certifies recipients to teach grades P-6 in public schools, grades P-8 in parochial schools. Following appropriate undergraduate prerequisites, this program includes state-required courses shared with the undergraduate teacher-preparation program, graduate-only professional coursework, and a student teaching semester. Many courses include field experience at an elementary or secondary school and the Creighton preservice teacher must arrange his or her own transportation. Prior to any education program coursework or field experience, the teacher education candidate must sign and have notarized two affidavits assuring that, a) he or she does not have a felony or misdemeanor conviction involving abuse, neglect, or sexual misconduct; and b) the teacher education candidate is in sound mental capacity. The candidate must maintain this status throughout the program. Also, prior to the first field experience, and again prior to student teaching, the preservice teacher must have a satisfactory background check through the Education Department.

### *Program Goals for M.Ed. Elementary School Teaching*

Graduates will:

1. Understand human development and appreciate diverse learners.
2. Plan and use a variety of instructional strategies to accommodate diverse learners and help all students succeed and fulfill their potential.
3. Plan and use a variety of assessment strategies to diagnose learner needs and evaluate learning outcomes.
4. Collaborate with colleagues, parents, and community members to assist learners and to advance the school's mission.
5. Value and exhibit the Ignatian / Jesuit charisms of *cura personalis* (personal care), *magis* (excellence), men and women for and with others (service and justice), and contemplation in action (reflective ethical decision making).
6. Learn how to communicate effectively and demonstrate the ability to communicate effectively in diverse school settings.
7. Develop the ability to think critically and apply critical thinking skills in an action research project that culminates in a poster presentation.

### *M.Ed. Elementary School Teaching Prerequisites*

1. A bachelor's degree with at least six semester hours in each of these content areas for a minimum of 30 credit hours:
  - Communication, including literature, composition and speech
  - Mathematics
  - Science
  - Social Science
2. Plus these courses:
  - ART 104, MUS 104, EDU 131, EDU 209

### *M.Ed. Elementary School Teaching Degree Requirements*

This is a 43-hour program. Courses are offered at a 50 percent tuition discount. Courses required are: EDU 503, 510, 565, 566, 567, 525, 568, 569, 500, 601, 615, 583, 692, 591, 593.

### *Master of Science (M.S.) with a Major in Educational Leadership*

The master's degree in educational leadership prepares individuals to play a leadership role in schools. Students may choose either the school administration program or the teacher leadership program in pursuit of the educational leadership degree.

#### *Program Goals for Graduate Educational Leadership Programs*

1. Graduates will become school leaders whose educational values are based on the Ignatian and Education Department charisms of *cura personalis, magis*, men and women for and with others, and contemplation in action.
2. Graduates will become educational leaders who promote the success of all students by enabling a collaborative vision of student success, by sustaining a positive school culture, by effectively managing the school, by responding to diverse community and political interests in the community, and by acting with integrity and fairness.
3. Graduates will be able to propose, conduct, and defend research in the area of school leadership, then communicate knowledge gained to specialized and non-specialized persons alike orally and in writing.

#### *Specialization in Elementary School Administration*

This 39-hour program is designed for the individual who desires to prepare for the position of elementary school principal. The program consists of required courses designed to provide both theoretical and practical knowledge of elementary school administration. The need to acquire decision-making skills is stressed in components of courses designed to improve leadership capabilities.

The requirements for all Educational Leadership Programs include a bachelor's degree, teaching certificate and two years of teaching experience.

The following courses constitute the required courses of the program. EDU 600, 609, 610, 615, 617, 620, 622, 624, 625, 628, and 692 as well as COU 642.

A portfolio will be used as the culminating assessment for students in the elementary school administration program. This is to be presented to the School Administration faculty in the final six hours of the 39-hour master's degree program. One elective course is required.

Anyone with a master's degree from another institution must also complete a minimum of 39 graduate semester hours in Education at Creighton to qualify for a recommendation for an administrative certificate. Up to 12 hours from a previous graduate degree may transfer.

#### *Specialization in Secondary School Administration*

This 39-hour program is designed for the individual who desires to prepare for the position of secondary school principal. The program consists of required courses that are designed to provide both theoretical and practical knowledge of secondary school administration. The need to acquire decision-making skills is recognized in various components of the required courses. The program is comprehensive and includes the study of several areas of knowledge — both direct and auxiliary — that are essential when considering the responsibility of the administrative position.

The requirements for all Educational Leadership Programs include a bachelor's degree, teaching certificate and two years of teaching experience. The following courses constitute the required courses of the program: EDU 600, 609, 610, 615, 617, 620, 622, 624, 625, 630, and 692 as well as COU 646. One elective course is required.

A portfolio will be used as the culminating assessment for students in the secondary school administration program. This is to be presented to the School Administration faculty in the final six hours of the 39-hour master's degree program.

Anyone with a master's degree from another institution must also complete a minimum of 39 graduate semester hours in Education at Creighton to qualify for a recommendation for an administrative certificate. Up to 12 hours from a previous graduate degree may transfer.

#### *Specialization in Teacher Leadership*

The requirements for all Educational Leadership Programs include a bachelor's degree, teaching certificate and two years of teaching experience.

This 36-hour program is designed for teachers who want to assume leadership roles in their school but are not necessarily interested in becoming school administrators. Students take 21 hours of core courses that are also part of the core curriculum for the school administration program. The core courses for the teacher leadership program are EDU 600, 609, 615, 617, 620, 622, and 692. In addition to core courses, students choose 15 hours of electives to complete the program. An array of electives will allow students to explore a wide variety of topics such as Catholic education, or focus on one aspect of education such as special education or English as a second language in which a supplemental teaching endorsement can be earned. Each student will create an electronic portfolio to serve as the culminating summative assessment of student achievement for the teacher leadership program.

### ***Master of Science (M.S.) with a Major in Special Populations in Education***

This 40-hour program is designed for the individual who would like more knowledge about and expertise in working with the special populations of students in today's schools. This program contains three sections of courses that provide knowledge and skills in a) working with students with special education needs, b) working with students with English language learning needs, and c) understanding the issues, needs, and background that impact diverse students and communities. In addition, the student must take an educational research course. This master's degree program is a "build-your-own-expertise" designed to meet the needs of the individual. As part of the degree, the student must choose to complete all the coursework in Mild/Moderate Disabilities (25 credit hours) or English as a Second Language (ESL, 15 hours), which will provide eligibility for a supplemental teaching endorsement in the chosen area.

As a pre-requisite for admission to this program, one must possess a teaching certificate and complete the application process for both the Special Populations in Education program and the Graduate School. This program of study cannot be planned without consent of the program director.

#### *Program Goals for M.S. in Special Populations in Education Program*

Graduates will:

1. Demonstrate the ability to use research-based practices in teaching diverse populations of P-12 students effectively.
2. Demonstrate through reflective discussions and written papers the curricular, policy, and social issues impacting diverse populations of P-12 students.
3. Complete the required coursework for a supplemental teaching endorsement in either mild/moderate disabilities or English as a second language (ESL).

#### *Degree Requirements for M.S. in Special Populations in Education Program*

The course of study includes:

- a. a minimum of three courses from among EDU 501, 515, 526, 527, 528, 529, and 530 (to be taken only if all other courses in this section are taken, and 540 (to be taken only if all other courses in this section are taken);
- b. a minimum of three courses from among EDU 541, 542, 544, 645, and 543 (to be taken only if all other courses in this section have been completed);

- c. a maximum of 13 credit hours from among other graduate courses that enable the student to focus on a topical area. These elective courses require permission of the program director.

- d. EDU 615 (required)

A maximum of 6 credit hours may be transferred from another graduate program if they apply to one of the sections, with the permission of the director.

An electronic portfolio will be used as the culminating assessment for students in this program.

This is to be presented to a committee of faculty involved with this program in the final six credit hours of the 40-hour master's degree program.

### ***Graduate Certificates in Education***

#### *Graduate Certificate in Elementary School Administration*

This 39-hour program is designed for the individual who desires to prepare for the position of elementary school principal. The program consists of required courses designed to provide both theoretical and practical knowledge of elementary school administration.

As a prerequisite for admission to this program, one must possess a teaching certificate and verify two years experience as a successful teacher.

The following courses constitute the required courses of the program. EDU 600, 609, 610, 615, 617, 620, 622, 624, 625, 628, and 692 as well as COU 642.

Anyone with a master's degree from another institution must also complete a minimum of 39 graduate semester hours in Education at Creighton to qualify for a recommendation for an administrative certificate. Up to 12 hours from a previous graduate degree may transfer.

#### *Graduate Certificate in Secondary School Administration*

This 39-hour program is designed for the individual who desires to prepare for the position of secondary school principal. The program consists of required courses that are designed to provide both theoretical and practical knowledge of secondary school administration.

The need to acquire decision-making skills is recognized in various components of the required courses. The program is comprehensive and includes the study of several areas of knowledge — both direct and auxiliary — that are essential when considering the responsibility of the administrative position.

The requirements for all Educational Leadership Programs include a bachelor's degree, teaching certificate and two years of teaching experience. The following courses constitute the required courses of the program: EDU 600, 609, 610, 615, 617, 620, 622, 624, 625, 630, 692 and COU 646. One elective course is required.

Anyone with a master's degree from another institution must also complete a minimum of 39 graduate semester hours in Education at Creighton to qualify for a recommendation for an administrative certificate. Up to 12 hours from a previous graduate degree may transfer.

#### *Graduate Certificate in Catholic School Leadership*

The Catholic School Leadership (CSL) Certificate is a 12-credit graduate program for current and aspiring Catholic school leaders. The Creighton University Education Department and the Archdiocese of Omaha Catholic Schools Office partnered to create a framework of attributes and capabilities that are specific and necessary for effective leadership in contemporary Catholic schools. The CSL certificate is designed to actualize this framework.

*Required Courses:*

EDU 520	Foundations of Catholic Education	3 credits
EDU 602	Fundamentals of Catholicism for Educators	3 credits
EDU 603	Leadership in Catholic Schools: Educational, Spiritual, and Managerial Domains	3 credit
EDU 606	Leadership in Catholic Schools: Strategic and Political Domains	3 credits

## Graduate Endorsements in Education

### Graduate Endorsement in Mild/Moderate Disabilities

The Education Department offers a 25-credit supplemental teaching endorsement in Mild/Moderate Disabilities for either the K-6 or 7-12 level. This program requires that a student have a teaching certificate, and complete the application process for the Mild/Moderate Disabilities endorsement and the “Special Student” application for the Graduate School. The following courses are required: EDU 500, 501, 515, 526, 527, 528, 529, and 530 or 540.

### Graduate Endorsement in English as a Second Language

The Education Department offers a 15-credit supplemental teaching endorsement in English as a Second Language. This program requires that a student have a teaching certificate, evidence of competency in a foreign language equivalent to two semesters of post-secondary foreign language work or two years of high school foreign language, and will take the following courses: EDU 541, 542, 543, 544 and 645.

#### EDU 500 Remedial Reading (3) I, II

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. **P: EDU 566; DC.**

#### EDU 501 Psychology of Exceptional Children (3) I, PS

A multidisciplinary and life span approach to the study of persons with differences.

#### EDU 503 Foundations of Education (3) S

This course serves as an introduction to American education. Both lecture and laboratory oriented, the course provides an approach to teacher education that includes an opportunity for students to acquire a basic understanding of the history and philosophy of education and to become involved in interacting and role playing in problem-solving situations. Emphasis on cultural diversity and human relations characterizes this course. **P: DC.**

#### EDU 505 Methods and Strategies for Working With Families and Support Personnel for Exceptional Children and Youth (3) OD (Same as SWK 505)

Course designed to address the needs of families of exceptional children and youth and train the support personnel who work with exceptional children. **P: EDU 501; Jr. stdg.**

#### EDU 507 Psychology of Learning (3) S, OD

This course deals with the application of psychological principles that promote the learning of individuals and groups. Emphasis is placed on motivation, theories of learning, transfer of training, and the development and measurement of intelligence. Methods of improving achievement and measurement of knowledge are addressed. **P: DC.**

#### EDU 510 Growth and Development of Children and Adolescents (3) S

An overview of maturation in childhood and adolescence focusing on individual differences and similarities in biological, social, cognitive, and affective development from the perspectives of psychology, sociology, and anthropology. The emphasis of the course is on processes that have application for teachers and parents. Students must complete 35 hours of a practicum in a school setting. **P: Dept. and program approval.**

#### EDU 515 An Introduction to Special Education: Field Experience (3)

An introductory course designed to provide knowledge of different disabilities, special education law, and procedures for referral, identification, and placement of students with disabilities. Aiding with special education students in schools is also required. **P: IC, DC.**

#### EDU 517 Mental Health Intervention Strategies for Children and Adolescents (3) OD

A theoretical and applied analysis of emotional disorders in children and adolescents which focuses on the identification and assessment of psychiatric disorders and intervention strategies.

#### EDU 520 Foundations of Catholic Education (3) S, OD

This course focuses on the history and philosophy of Catholic schools. Students will study how Catholic schools have evolved over time as well as examine how their history might inform their future. Church documents will serve as the primary sources for student engagement of Catholic school mission and philosophy. Throughout the course students will apply theory to practice. **P: DC.**

#### EDU 525 Procedures for Including Students with Mild/Moderate Disabilities in the Regular Classroom (3) I, II

Course designed to acquaint the regular education teacher with the characteristics of students with mild or moderate disabilities. Discussion of diagnostic and remedial techniques for students with disabilities in the regular classroom. Students complete a practicum under supervision of a special education teacher. **P: DC. P or CO: EDU 565/566 or 568/569 or 341 or 551, DC.**

#### EDU 526 Multicategorical Methods for the Mildly Handicapped (3)

Special methods and materials in teaching and testing the slow learner or students with mild disabilities in the elementary classroom; the curriculum, educational expectations, and organizational plans designed to meet the needs of the various levels from pre-school through pre-vocational are examined. **P: Jr. stdg.; EDU 515 or EDU 525, DC.**

#### EDU 527 Diagnostic and Prescriptive Teaching of the Mildly and Moderately Handicapped Child (3)

Techniques for assessing the learning processes, style and knowledge of students with mild/moderate disabilities. Designed to teach the student how to formulate instructional plans and how to teach students with disabilities in a diagnostic and prescriptive manner. **P: Jr. stdg.; EDU 515 or EDU 525.**

#### EDU 528 Speech and Language Development of the Exceptional Child (3)

Course focuses on teaching techniques for aiding the special child in the acquisition of communication skills. Normal speech and language development is contrasted with the language and speech of exceptional children. **P: EDU 515 or EDU 525.**

#### EDU 529 Seminar in Consultation and Collaboration Strategies (3)

Designed to teach skills and techniques in consultation, collaboration, and teaming with school professionals, parents, support services, and the community. **P: EDU 515 or EDU 525.**

#### EDU 530 Elementary School Observation and Student Teaching the Mildly/Moderately Disabled (3-4)

Practical experience in the observation and conduct of classroom teaching and related activities for the mildly/moderately handicapped. This experience is obtained under the immediate supervision of a fully experienced cooperating teacher and a University supervisor. Application to the Director of Field Experiences for all student teaching must be made before February 1 for the Fall Semester and October 1 for the Spring Semester. The number of credit hours must be approved by the Director of Field Placement. **P: EDU 591, 593, or initial teaching certificate; and EDU 526, 527, 528, 529, DC.**

#### EDU 531 Current Trends in Teaching Mathematics and Science K-8 (3) OD

Designed to provide information for teachers K-8 on recent trends in the teaching of mathematics and science with emphasis on standards by the National Council for Teachers of Mathematics and the National Science Education Standards.

#### EDU 532 Sharing Christian Values: How to do it in the Classroom (3) OD

The question often confronting teachers in Catholic elementary and secondary school is, “How can we become more effective in transmitting the values of the Gospel and our own school’s philosophy?” Course designed to help teachers clarify their own understanding of faith and Christian values. Consideration given to the question of how teachers of so-called secular subjects can be instrumental in forming the values and faith of students.

#### EDU 534 Learning Styles, Self Esteem and Movement (3) OD

Course has three major components: learning styles theory and practice, movement activities which enhance brain integration, and the emotional and developmental needs of children as related to their self-esteem.



- EDU 535 Human Relations and Cultural Diversity (3) I, OD**  
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: DC.**
- EDU 536 Human Relations - Attitudes and Skills (1) OD**  
Course designed for Catholic School teachers to fulfill the objectives of the Nebraska State Certification requirement relative to Human Relations Training. It requires the development of understanding and knowledge of diversity of cultures, effective responses to dehumanizing biases, and instructional strategies to effect the same development in students. **P: Current state certification as teacher or administrator.**
- EDU 537 A Nebraska History Experience for Teachers (3) OD**  
Course designed to assist classroom teachers in understanding the historical and cultural development of Nebraska. Participants read specified literature dealing with this development. The readings deal with the sites to be visited during the field experience. These readings will be completed prior to the tour of Nebraska historical sites. **P: Sr. stdg.**
- EDU 538 Parks and Public Use Areas as Learning Sites (3) OD**  
Designed to assure appropriate educational and recreational use of local and area outdoor environment facilities by classroom teachers and their students (P-12). Basic understanding of the concepts involved in maximizing the effectiveness of outdoor facilities. Extra fee required. **P: IC.**
- EDU 539 Nebraska Science Tour for Teachers (3) OD**  
Designed to expose teachers to and assist them in understanding natural sciences in the state of Nebraska. Includes energy, weather, geology, and biology. Readings in specific literature and text material to be completed before and during the tour. Field experience includes a 1,700-mile group tour of the state of Nebraska with participation in instructional programs at predesignated sites including such places as electrical power stations, fish hatcheries, the Niobrara River, the Sandhills, Toadstool Park, and Scottsbluff National Monument.
- EDU 540 Secondary School Observation and Student Teaching The Mildly/Moderately Disabled (3-4)**  
Practical experience in the observation and conduct of classroom teaching and related activities for students with mild/moderate disabilities. This experience is obtained under the immediate supervision of a fully experienced cooperating teacher and University supervisor; scheduled conferences with both are required. Application to the Director of Field Experiences for all student teaching must be made before Feb. 1 for the fall semester and October 1 for the spring semester. The number of credit hours must be approved by the Director of Field Placement. **P: EDU 591, 593, Sr. stdg. or initial teaching certificate, and EDU 526, 527, 528, 529; DC.**
- EDU 541 Curriculum Design for English as a Second Language (3) I**  
This course is designed to provide students with the knowledge and skills necessary for understanding and designing curricular models for P-12 students who are acquiring English as their new language. Students will learn theories of second language acquisition, English as a Second Language (ESL) legislation and issues, models of curriculum design, and language assessment. **P: DC.**
- EDU 542 Methods in English Language Learning (3) II**  
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. Students must complete 15 hours of field experience in approved sites that include both elementary and secondary levels. **P: DC.**
- EDU 543 Practicum in English Language Learning (3) I, II**  
This course is the capstone for the teaching endorsement "English as a Second Language." Students will work in a P-12 school setting with students whose native language is not English. This course meets the certification requirements of the Nebraska Department of Education for a supplemental endorsement. **P: DC; P or CO: EDU 541, 542, 544, and 645.**
- EDU 544 Framework of World Languages and Cultures (3) OD, S**  
Students will examine and compare cultural and language frameworks from world regions in order to understand the cultural and/or language dissonance experienced by limited or non-English speaking individuals in the United States. **P: DC.**
- EDU 548 Teaching Reading in Content Areas in Middle and Secondary Schools (3) I, S**  
Course designed for junior-high and secondary-school content-area teachers who have had little or no background in the field of teaching reading. Practical concepts, techniques, strategies and activities designed to enable the content-area teacher to develop better a student's reading skills and abilities while utilizing content materials. **P or CO: EDU 341, 342 or 551, 552.**
- EDU 551 Methods of Instruction for Secondary Teaching (3) I, S**  
This course introduces students to the general principles of teaching in a secondary school. The course addresses planning for instruction, teaching methods, and assessing student achievement. Students practice their skills outside of class through weekly fieldwork experiences in local schools. **P or CO: EDU 503, 510, 583. P: DC.**
- EDU 552 Technology Instruction for Secondary Teaching (1) I**  
A course designed for teacher candidates interested in the use of instructional technology. The course content will relate to the ways in which technology can support and enhance the instructional process in education. **P: EDU 503, 510, 583 or DC; CO: EDU 551.**
- EDU 553 Current Topics in Instructional Design (3) OD**  
Principles of applied behavioral analysis and learning theory, development of individualized learning programs and behavior management. **P: DC.**
- EDU 554 Current Topics in Classroom Effectiveness (3) II**  
Theory and application of structuring and integrating group learning activities. Employing cooperative learning principles to promote positive interdependence and individual accountability. **P: DC.**
- EDU 555 Teaching Students Responsible Behavior (3) OD**  
Course designed to give professional educators the theory and skills to teach students how to take responsibility for their own behavior in school. Based on the Work of William Glasser, this course leads participants through a series of learning activities designed to enable them to teach their students the concepts of Control Theory and then to plan and implement a program of Responsibility Training in their classrooms.
- EDU 559 Discipline With Purpose: An Introduction (1) OD**  
A 10-hour didactic and five hour laboratory introduction to Discipline with Purpose provides a practical and theoretical approach to understanding the difference between discipline and self-discipline. Participants are introduced to 15 self-discipline skills that can be taught developmentally to students in grades K-9. Participants will review and teach lesson plans to their respective students and self-evaluate the effectiveness.
- EDU 560 Discipline With Purpose: Advanced Part II (2) OD**  
A 20-hour advanced orientation to Discipline with Purpose provides a practical and theoretical approach to understanding the difference between discipline and self-discipline. Participants review classroom management styles as they relate to 15 self-discipline skills that can be taught developmentally to students in grades K-9. The major emphasis of this course is the development of a project that will promote the teaching of self-discipline either throughout the total school or within a classroom.
- EDU 561 Discipline With Purpose: An Introduction (3) OD**  
A 20-24 hour didactic and laboratory introduction to Discipline with Purpose provides a practical and theoretical approach to understanding the difference between discipline and self-discipline. Participants are introduced to 15 self-discipline skills that can be taught developmentally to students in grades K-9. Lessons developed to teach the skills as well as the utilization of infusion, pre-teaching, and modeling will be field tested. Developing a project that will promote the teaching of self-discipline either throughout the total school or within a classroom is the major emphasis of their course. Participants are expected to have completed a 10-12 hour discipline with Purpose workshop, implemented the concepts for a year and then repeat the 10-12 hour workshop and then complete a special project implementing the program.



- EDU 563 Assessing Organizational Systems (3) OD**  
Workshop evaluating characteristics of organizations (including schools and service organizations). Practical training in assessing the effectiveness of such interventions as curriculum, training and development, and personnel. Special emphasis on planning, conducting, and interpreting surveys; developing questionnaires, interpreting results, and writing final reports.
- EDU 565 Methods of Teaching Language Arts in Elementary School (3) I, II**  
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 (EDU 565/566). **P: EDU 503, 510, DC; CO: EDU 566.**
- EDU 566 Methods of Teaching of Reading in Elementary School (3) I, II**  
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. Students complete a minimum of 32 hours of practicum in a school classroom (EDU 565/566). **P: EDU 503, 510, DC; CO: EDU 565.**
- EDU 567 Methods of Teaching Social Studies in Elementary School (3) I, II**  
Emphasizes content and methods in teaching social studies in elementary and middle school. **P: EDU 503, 510; DC; DC.**
- EDU 568 Methods of Teaching Mathematics in Elementary School (3) I, II**  
Emphasizes content and methods in teaching mathematics in elementary and middle school. Students complete a 25-hour practicum (EDU 568/569). **P: EDU 503, 510, DC; CO: EDU 569, DC.**
- EDU 569 Methods of Teaching Science in Elementary School (3) I, II**  
Emphasizes content and methods in teaching science in elementary and middle school. Students complete a 25-hour practicum (EDU 568/569). **P: EDU 503, 510, DC. CO: EDU 568, DC.**
- EDU 575 Action Research in Your Content Area (3)**  
The purpose of the course is to give students a working knowledge of educational research methods and secondary teaching methods within a content area. Students will explore best practices in teaching secondary content areas using site based interviews, literature reviews, and a variety of classroom activities. This course includes a 25 hour practicum experience in a local school, which is an integral part of this course. **P: DC; P or CO: EDU 341 and 342 or EDU 551 and 552.**
- EDU 576 Special Methods of Teaching Art in the Secondary School (3) I**  
This course is designed to provide an understanding of the art fundamentals, discipline-based art, and the historical and current significance of art within society and schools. Students will learn about the influence of art in daily life, develop lessons that will enrich the understanding of art for secondary education students, and demonstrate an appreciation and enjoyment of art and art-related activities. **P: DC; P or CO: EDU 341 and EDU 342 or EDU 551 and EDU 552.**
- EDU 577 Special Methods of Teaching Humanities in the Secondary School (3) I**  
This course deals with the teaching of English, social studies, and modern/classical languages in the secondary school. Attention is directed to the selection, organization, and presentation of meaningful materials, textbooks, and related aids. The course meets one of the requirements for secondary teacher certification in the disciplines named. Observation of instructional practice and micro-teaching are integral to the course. **P: DC; P or CO: EDU 341 & 342 or EDU 551 & 552.**
- EDU 578 Special Methods of Teaching Math and Science in the Secondary School (3) I**  
This course is designed to provide a variety of opportunities to gain skills in creating appropriate, meaningful, exciting and effective learning situation for secondary school students. To accomplish this, students will become familiar with the philosophies and methods of teaching mathematics and science, will examine curriculum materials, and will design learning experiences. The goal is to foster enthusiasm for teaching mathematics and science and to give the students confidence in their ability to teach their subject matter. **P: DC; P or CO: EDU 341 and 342 or EDU 551 and 552.**
- EDU 579 Special Methods of Teaching Religion in the Secondary School (3) I**  
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: DC; P or CO: EDU 341 and 342 or EDU 551 and 552.**
- EDU 581 Teaching Students How to Think, Level I (3) S**  
A Level I Training Session in the Feuerstein Instrumental Enrichment Program, a classroom curriculum designed to diagnose and correct deficiencies in thinking skills and to help students learn how to learn. **P: Sr. stdg.**
- EDU 582 Teaching Students How to Think, Level II (3) OD**  
A Level II Training Session in the Feuerstein Instrumental Enrichment Program, a classroom curriculum designed to diagnose and correct deficiencies in thinking skills and to help students learn how to learn. A continuation of EDU 581 at the advanced level. **P: EDU 581.**
- EDU 583 Management Practices for Classroom Teachers (3) I, II, S**  
Creating and/or maintaining a positive learning environment through techniques of observation, description, measurement and evaluation for optimum student learning. **P or CO: EDU 341 or EDU 503 or 565/566 or 568/569 or DC. Graduate standing required or DC for summer offering.**
- EDU 586 Selected Topics in Education (1-3) 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) OD**  
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. **P: DC.**
- EDU 588 Developing Vocational Skills for the Mild/Moderately Handicapped, Ages 3-21 (3) OD**  
Exploration of current, innovative vocational programs for the trainable and educable mentally handicapped; why and how these programs developed; ways to implement such programs.
- EDU 590 First-Year Teacher Induction Workshop (3) OD**  
Designed to facilitate teaching during the first year of experience. Participants will prepare for their first year of teaching by becoming familiar with their new school; preparing a calendar; curriculum materials; and teaching materials specific to their school setting. Assistance will be provided during the first weeks of the school year. **P: Certified to teach; contracted for a Fall teaching position.**
- EDU 591 Student Teaching (3-14) I, II**  
Practical experience in the observation and conduct of classroom teaching and related activities. This experience is obtained under the immediate supervision of a fully experienced cooperating teacher and a University supervisor. Application to the Director of Field Experiences for all student teaching must be made before February 1 for the Fall Semester and October 1 for the Spring Semester. **Secondary: P: EDU 341-342 or EDU 551-552, 525, 548, 583, and one methods course from EDU 576-579; CO: EDU 593. DC. Elementary: P: EDU 500, 525, 565, 566, 567, 568, 569, 583; CO: EDU 593. DC.**
- EDU 593 Student Teaching Seminar (1) I, II**  
Student teachers deal with issues of classroom management, communication with families and communities, applications, portfolios, interviews, and relevant teaching concerns. **CO: EDU 591.**

- EDU 600 Principles of Curriculum Construction for Elementary and Secondary Schools (3) S**  
Course designed to prepare educators for instructional leadership in identifying curriculum determiners, planning procedures, and evaluation processes for both elementary and secondary schools.
- EDU 601 Instructional Technology for the Classroom (3) S**  
This course will train teachers to develop a more robust, engaging, and student-centered curriculum through the use of educational technology. We will focus on practical uses of technology in the classroom through simulations and lesson development. Students will build a personal learning network (PLN) to facilitate professional collaboration beyond this class.
- EDU 602 Fundamentals of Catholicism for Educators (3) OD**  
This course provides an introduction to the teachings of the Catholic Church in these areas: creed, liturgy and Sacraments, Christian morality, Christian prayer, Catholic social teaching, and Scripture. This course will apply Catholic Church teaching to issues that are pertinent to educators in P-12 Catholic schools today.
- EDU 603 Leadership in Catholic Schools: Educational, Spiritual, and Managerial Domains (3) OD**  
Designed for both practicing and aspiring administrators, this course will address the educational, spiritual, and managerial domains of leadership in Catholic schools. Points of focus will be: (1) to learn how to provide educational leadership using the Catholic mission of the school as a focus and integrating principle, (2) to learn how the principal can be the builder of a faith community in the school, (3) to learn about Catholic school finance and development including strategic planning, (4) to learn about school governance models, and (5) to explore legal issues as they apply to the Catholic school setting including school safety issues.
- EDU 606 Leadership in Catholic Schools: Strategic and Political Domains (3) OD**  
This course addresses the strategic and political dimensions of Catholic educational leadership. Topics include strategic planning, governance, networks and coalitions, political advocacy, funding, public relations, and marketing. The course stresses innovation, collaboration, and advocacy in positioning schools for the future. Course assignments emphasize practical application of theory and best practices.
- EDU 609 Principles of Organization and Administration for Elementary and Secondary Schools (3) II**  
Introduction to the processes of educational administration. Exploration of the role and responsibility of elementary and secondary school principals, policies and procedures, and the principalship as a profession.
- EDU 610 Special Education Topics for Administrators (3) S**  
Provides an orientation to special education issues and laws for regular education administrators. Covers essential knowledge of special education terms, procedures, and disabilities, as well as many of the common problems and issues that occur in the supervision of special education programs. Meets the requirement for coursework in special education required for all new administrator certificates (LB392) issued after September 1, 1992.
- EDU 615 Educational Research (3) I, II (Same as COU 615)**  
The introduction to the foundational terms, principles, and concepts of Educational Research are covered. Students will develop a small-scale research proposal.
- EDU 616 Consulting Techniques (3) OD**  
Course designed to acquaint students with models for providing consultation to schools, teachers, and students. Distinction between medical and consultation models is provided, and goals for consultant behaviors and the culture of the school are discussed. Emphasis on problem-solving, collaborative consultation, curriculum-based measurement, and precision teaching.
- EDU 617 Leadership in the Administration of Educational Technology (3) II**  
The course gives the school principal knowledge of technology ethics, laws, and standards; skills in evaluating hardware and software, as well as facility and security issues; perspectives on emerging trends in educational technology; and strategies in formulating an effective technology plan for a school to improve student learning and school management.
- EDU 620 Practical Aspects of School Law for Teachers and Administrators (3) I**  
The course provides background in Constitutional and statute law affecting the rights and responsibilities of public and private school educators with respect to students, parents, school policies, and working conditions. Abundant opportunities for application of legal principles are staples of this course.
- EDU 622 Improving Your School-Community Relations (3) S**  
Examination of the principles and practices used to improve the public relations between the school and its various communities.
- EDU 623 Managing the School Climate (3) OD**  
Examination of the factors and strategies that create a school environment conducive to learning. Emphasis on the leadership role of the administrator in establishing a safe and productive learning climate.
- EDU 624 Supervision of Learning (3) I**  
Reviewing and appraising the instructional process; organizing the supervision program with attention to the leadership role of the principal; developing in-service programs and promoting professional growth.
- EDU 625 Practical Knowledge of School Finance for Teachers and Administrators (3) II**  
The course examines the means through which public and private schools acquire, spend, and account for resources. Related legal and ethical considerations are also applied in course projects and exams.
- EDU 628 Field Service Experience in Elementary School Administration (3) II**  
Students complete prescribed tasks as interns that replicate actual experiences as a school principal under the supervision of the Creighton Education Department and a collaborating administrator in the school sponsoring the internship. In addition, students meet in a seminar weekly for reflection and extension of internship learning. **P: 18 hrs. of core program requirements; DC.**
- EDU 630 Field Service Experience in Secondary School Administration (3) II**  
Students complete prescribed tasks as interns that replicate actual experiences as a school principal under the supervision of the Creighton Education Department and a collaborating administrator in the school sponsoring the internship. In addition, students meet in a seminar weekly for reflection and extension of internship learning. **P: 18 hrs. of core program requirements; DC.**
- EDU 632 Identification and Evaluation of Gifted and Talented Students (3) OD**  
This course is an overview of the education of gifted and talented children with particular attention on the means of identifying these students and on the evaluation of their development in educational settings.
- EDU 633 Models, Methods, and Materials: Meeting the Needs of Gifted and Talented Students in the Regular Classroom (3) OD**  
This course focuses on instructional models, methods, and materials in the education of gifted and talented children. This course is intended for both regular classroom teachers and those who will work exclusively with gifted and talented children. **P: EDU 632.**
- EDU 634 Social and Affective Development of Gifted and Talented Students (3) OD**  
This course explores the development of gifted and talented children within the social and affective domains. Theories of development are studied looking for ways in which development can be enhanced in these domains. Strategies for counseling and guidance activities with gifted and talented children are presented. **P: EDU 632.**

- EDU 635 Differentiating Curriculum for High Ability Learners (3) OD**  
This course will build on teachers' expertise to modify and create curriculum appropriate for all learners. Topics will include: understanding differentiation, curriculum compacting, contracts, independent projects, flexible grouping, tiered assignments, high level questioning, acceleration, and enrichment. Evaluation of effective curricular learning will be included. **P: EDU 632 and 633.**
- EDU 636 Topics and Issues in High Ability Education (3) OD**  
The content of this course will include timely instructional, curricular, and legal issues impacting High Ability Education presented in a combination of lecture, seminar, and presentation formats. **P: EDU 632 and 633.**
- EDU 640 Practicum in High Ability Education (3) OD**  
This is an opportunity for endorsement-seeking students to spend time—a minimum of 90 contact hours—in classrooms with gifted and talented children. In addition to structuring curriculum, and identifying and teaching the gifted and talented children, students in this course will be involved in a seminar that addresses the problems and issues in gifted and talented education. **P: EDU 632, 633, 634, 635, 636.**
- EDU 645 Living English: Language, History and Present Use (3) OD**  
A practical study of the English language from the perspective of its history, linguistics, and language change. The course offers an introduction to the study of language and places English in the context of world languages, examines its evolution over time, and characterizes its living uses and structures. **P: DC.**
- EDU 675 Special Methods for Magis Teachers (3)**  
This course educates and mentors new Magis teachers in exploring their content areas. Magis teachers in secondary school placements research best methods in their content areas to continue their formation in teacher education and increase their knowledge base. The course delivery method is partially asynchronous and online, but also includes eight observations of the teacher in the classroom and multiple one-on-one meetings with the instructor to discuss observations and review the progress of the teacher in his/her classroom and content area growth. **P: EDU 551, CO: EDU 686.**
- EDU 680 Spirituality of Teaching - Part 1 (1) S**  
This course is designed to integrate the three pillars of the Magis Catholic Teacher Corps program: professional, spiritual, and communal. It is taught through lecture, large and small group discussions based on the assigned readings and on the effective completion of all written assignments. The assignments are designed to produce artifacts for a summative portfolio. **P: DC.**
- EDU 681 Spirituality of Teaching - Part 2 (1) S**  
This course is part 2 of the Spirituality of Teaching. It continues to integrate the three pillars of the Magis Catholic Teacher Corps program: professional, spiritual, and communal. It is taught through lecture, large and small group discussions based on the assigned readings and on the effective completion of all written assignments. The assignments are designed to produce artifacts for a summative portfolio. **P: DC.**
- EDU 686 Beginning Practicum in Catholic Education (1) I**  
This course is part of the Magis student's education and training program. Magis students learn principles and practices of teaching in a Catholic school. The course addresses planning for instruction, teaching methods, and assessing student achievement and communicating assessments to students, parents, and administrators. Students practice their skills as the teacher of record with the support and guidance of a mentor teacher, principal, and Magis director. **P: EDU 551; DC.**
- EDU 687 Advanced Practicum in Catholic Education (1) II**  
This course is part of the Magis student's education and training program. Magis students learn principles and practices of teaching in a Catholic school. The course addresses planning for instruction, teaching methods, and assessing student achievement and communicating assessments to students, parents, and administrators. Students practice their skills as the teacher of record with the support and guidance of a mentor teacher, principal, and Magis director. **P: EDU 686.**

- EDU 688 Beginning Internship in Catholic Education (1-3) I**  
This course is part of the Magis student's education and training program during the second year. Magis students learn principles and practices of teaching in a Catholic school. The course addresses planning for instruction, teaching methods, and assessing student achievement and communicating assessments to students, parents, and administrators. Students practice their skills as the teacher of record with the support and guidance of a mentor teacher, principal, and Magis director. **P: EDU 687.**
- EDU 689 Advanced Internship in Catholic Education (3) II**  
This course is part of the Magis student's education and training program during the second year. Magis students learn principles and practices of teaching in a Catholic school. The course addresses planning for instruction, teaching methods, and assessing student achievement and communicating assessments to students, parents, and administrators. Students practice their skills as the teacher of record with the support and guidance of a mentor teacher, principal, and Magis director. **P: EDU 688.**
- EDU 692 Cultural Issues in Education (3) S**  
Course emphasizes the global dimensions in education dealing with multi-cultural issues and the role of the teacher. This course meets the Nebraska Department of Education human relations requirement.
- EDU 793 Directed Independent Readings (Credit by Arrangement) I, II, S**  
Intensive reading in an area as approved by the department. **P: DC**
- EDU 795 Directed Independent Study (Credit by Arrangement) I, II, S**  
Independent research on a topic designed by the student with the approval of an advisor from the department. **P: DC**
- EDU 797 Directed Independent Research (Credit by Arrangement) I, II, S**
- EDU 799 Master's Thesis (1-3) I, II**  
Research in connection with the preparation of the Master's thesis. Student must register for this course in any term when engaged in formal preparation of the Master's thesis; however, six credit hours are the maximum applicable toward the degree. **P: DC**





## ENGLISH (ENG)

Program Director: Greg W. Zacharias  
Program Office: Creighton Hall - Administration Building, Room 135D

### GRADUATE STUDY IN ENGLISH

English graduate programs that lead to the degree of *Master of Arts* are constructed upon a foundation of literary study that allows students to specialize and also encourages broader knowledge of the field of English studies.

#### Program Goals

This curriculum especially aims to contribute to achieving the following of the College of Arts and Sciences Learning Goals. Upon completion of their graduate studies in English, students will:

1. Understand the range of work in English Studies, including its various skills, development and practices, as that work relates to each student's professional goals by participating in those skills and practices in the learning and teaching classroom and through the conception and realization of peer-reviewed conference presentations and scholarly articles;
2. Be prepared to join a community of learners through a fuller realization of each student's status as a peer in the profession by full participation in seminars and the submission of work for peer-reviewed presentation and publication;
3. Contribute to the promotion of a collaborative and supportive professional work environment by taking part in those professional practices appropriate for the learning and teaching classroom, conferences, professional service, and publication.

#### Faculty

Professors: N. Chiwengo, B. Keegan, B. Spencer, R. Whipple, G. Zacharias;  
Associate Professors: S. Aizenberg, R. Dornsife, F. Fajardo-Acosta, M. Stefaniak;  
Assistant Professors: R. Churchill, N. Ha, G. Merys, D. Mullins, K. Rettig, B. Stafford.

#### Admission Requirements

Applicants for the M.A. program in English should include a completed application and application fee; undergraduate transcripts from all colleges/universities attended; three letters of recommendation; official GRE scores; statement of professional purpose (500-750 words); writing sample, either critical or creative, depending on the student's area of interest (approximately 10-15 pages).

### Master of Arts, (M.A.) with a Major in English

#### TRACK 1: MASTER OF ARTS IN ENGLISH WITH CONCENTRATION IN LITERATURE (36 Sem. Hrs.)

<b>I. Required Foundation Courses (6 hours)</b>		
ENG 600	Introduction to Graduate Study	3 credits
ENG 721	Seminar in Literary Criticism	3 credits
<b>II. Eight Courses selected from the following (24 hours)</b>		
ENG 701	Seminar in Medieval Literature	3 credits
ENG 703	Seminar in Renaissance Literature	3 credits
ENG 705	Seminar in Neoclassical Literature	3 credits
ENG 707	Seminar in Romantic Literature	3 credits
ENG 709	Seminar in Victorian Literature	3 credits
ENG 711	Seminar in American Literature to 1865	3 credits
ENG 713	Seminar in American Literature 1865-1914	3 credits
ENG 715	Seminar in Modern English and American Literature	3 credits
ENG 717	Seminar in Irish Literature	3 credits
ENG 722	Topics in Rhetoric and Composition Theory	3 credits

(The candidate may petition the Graduate Directors to substitute up to two Studies or Private Readings courses in lieu of scheduled seminars.)

#### III. Required Capstone Courses (6 hours)

ENG 798	Master's Thesis or Three-Paper Option	3 credits
<b>(One of the following:)</b>		
ENG 680	Supervised Practicum in Writing	3 credits
ENG 681	Supervised Practicum in the Teaching of Composition	3 credits
ENG 682	Supervised Practicum in the Teaching of Literature	3 credits
ENG 683	Supervised Practicum in the Teaching/Creative Writing	3 credits

#### TRACK 2: MASTER OF ARTS IN ENGLISH WITH A CONCENTRATION IN CREATIVE WRITING (36 Sem. Hours)

<b>I. Required Foundation Courses (6 hours)</b>		
ENG 600	Introduction to Graduate Study	3 credits
ENG 721	Seminar in Literary Criticism	3 credits
<b>II. Required Creative Writing Core (12 hours)</b>		
ENG 640	Creative Writing Workshop (four sections)	12 credits
<b>III. Literature Support Unit (12 hours)</b>		
Any four English courses at the 600-level or above (excluding ENG 640), selected in consultation with the Graduate Directors.		
<b>IV. Capstone Courses (6 hours)</b>		
ENG 798	Master's Thesis or Three-Paper Option	3 credits
<b>(One of the following:)</b>		
ENG 680	Supervised Practicum in Writing	3 credits
ENG 681	Supervised Practicum in the Teaching of Composition	3 credits
ENG 682	Supervised Practicum in the Teaching of Literature	3 credits
ENG 683	Supervised Practicum in the Teaching/Creative Writing	3 credits

#### TRACK 3: MASTER OF ARTS IN ENGLISH WITH A CONCENTRATION IN RHETORIC AND COMPOSITION (36 Sem. Hours)

<b>I. Required Foundation Courses (6 hours)</b>		
ENG 600	Introduction to Graduate Study	3 credits
ENG 721	Seminar in Literary Criticism	3 credits
<b>II. Required Composition Core (12 hours)</b>		
ENG 720	Topics in The History of Rhetoric and Pedagogy	3 credits
ENG 722	Topics in Rhetoric and Composition Theory	3 credits
ENG 723	Topics in Technology and Rhetoric	3 credits
ENG 724	Topics in Rhetoric and Composition Pedagogy	3 credits
<b>III. Literature Support Unit (9 hours)</b>		
Any three literature seminars selected in consultation with Graduate Director		
<b>IV. Capstone Courses (6 hours)</b>		
ENG 798	Master's Thesis or Three-Paper Option	3 credits
<b>(One of the following:)</b>		
ENG 680	Supervised Practicum in Writing	3 credits
ENG 681	Supervised Practicum in the Teaching of Composition	3 credits
ENG 682	Supervised Practicum in the Teaching of Literature	3 credits
ENG 683	Supervised Practicum in the Teaching/Creative Writing	3 credits

#### TRACK 4: MASTER OF ARTS IN ENGLISH WITH A CONCENTRATION IN TEACHING (36 Sem. Hours)

<b>I. Required Foundation Courses (6 hours)</b>		
ENG 600	Introduction to Graduate Study	3 credits
ENG 721	Seminar in Literary Criticism	3 credits
<b>II. Required Composition Core (9 hours)</b>		
ENG 722	Topics in Rhetoric and Composition Theory	3 credits
ENG 723	Topics in Technology and Rhetoric	3 credits
ENG 724	Topics in Rhetoric and Composition Pedagogy	3 credits



**III. Required Literature Core (12 credits from the following):**

ENG 703	Seminar in Renaissance Literature	3 credits
ENG 707	Seminar in Romantic Literature	3 credits
ENG 709	Seminar in Victorian Literature	3 credits
ENG 711	Seminar in American Literature to 1865	3 credits
ENG 713	Seminar in American Literature, 1865-1914	3 credits
ENG 715	Seminar in Modern English and American Literature	3 credits

**IV. Capstone Courses (6 hours)**

ENG 798	Creative Thesis	3 credits
<b>(One of the following):</b>		
ENG 680	Supervised Practicum in Writing	3 credits
ENG 681	Supervised Practicum in the Teaching of Composition	3 credits
ENG 682	Supervised Practicum in the Teaching of Literature	3 credits
ENG 683	Supervised Practicum in the Teaching/Creative Writing	3 credits

**Additional Requirements in all Tracks:** A take-home integrative comprehensive exam in the second year that provides the opportunity for synthesis among the various periods and areas of study; an examination to test a reading knowledge of a major foreign language or a junior-level undergraduate foreign language course with a grade of "B" or better is strongly encouraged.

**ENG 600 Introduction to Graduate Study (3) I**

Bibliography, critical theory, and the use of electronic media in scholarship will be introduced, explored, and used in the process of literary scholarship and writing.

**STUDIES IN ENGLISH** — Course description for ENG 601-615: Topics, works, authors selected by the offering faculty member will be studied under close supervision and direction. Only one or two students per term will be accepted for a studies course. Only students with considerable background in the period will be admitted to the course. These are offered on demand.

**ENG 601 Studies in Medieval Literature (3)****ENG 603 Studies in Renaissance Literature (3)****ENG 605 Studies in Neoclassical Literature (3)****ENG 607 Studies in Romantic Literature (3)****ENG 609 Studies in Victorian Literature (3)****ENG 611 Studies in American Literature to 1865 (3)****ENG 613 Studies in American Literature, 1865-1914 (3)****ENG 615 Studies in Modern English and American Literature (3)****ENG 617 Studies in Irish Literature (3)**

Topics, works, authors selected by the offering faculty member will be studied under close supervision and direction. Only one or two students per term will be accepted for a studies course. Only students with considerable background in Irish Literature will be admitted to the course.

**ENG 620 Studies in the History of Rhetoric (3)**

Topics, works, authors selected by the offering faculty member will be studied under close supervision and direction. Only one or two students per term will be accepted for a studies course. Only students with background in rhetoric will be admitted to the course.

**ENG 622 Studies in Rhetorical Theory (3)**

Topics, works, authors selected by the offering faculty member will be studied under close supervision and direction. Only one or two students per term will be accepted for a studies course. Only students with background in rhetorical theory will be admitted to the course.

**ENG 630 Studies in Literary Criticism (3)**

Topics, works, authors selected by the offering faculty member will be studied under close supervision and direction. Only one or two students per term will be accepted for a studies course. Only students with background in literary criticism will be admitted to the course.

**ENG 640 Creative Writing Workshop (3)**

A group workshop focused on the individual writing interests of the students. Some will work on stories, others on poems, still others on creative non-fiction, and some on plays or screenplays.

**ENG 680 Supervised Practicum in Writing (3)**

In addition to weekly conferences and/or workshops, the student will work in the English Department Writing Center: tutoring students one-on-one, analyzing writing problems, using the computer as a tutorial aid.

**ENG 681 Supervised Practicum in the Teaching of Composition (3)**

In addition to weekly conferences and/or workshops, the student will assist a senior faculty member in the teaching of a literature course: preparing a syllabus, delivering lectures, leading discussions, making assignments, grading compositions, using the computer in the teaching process.

**ENG 682 Supervised Practicum in the Teaching of Literature (3)**

In addition to weekly conferences and/or workshops, the student will assist a senior faculty member in the teaching of a composition course: preparing a syllabus, delivering lectures, leading discussions, making assignments, grading compositions.

**ENG 683 Supervised Practicum in the Teaching of Creative Writing (3)**

In addition to weekly conferences and/or workshops, the student will assist a senior faculty member in the teaching of a creative writing course: preparing a syllabus, delivering lectures, leading discussions, making assignments, grading compositions, using the computer in the teaching process.

**SEMINARS IN ENGLISH** — Course description for ENG 701-722: Thorough and intensive study of the period. Students will write papers, make in-class presentations, participate in discussions. These are offered on a regular basis. See the Graduate Directors for a Perpetual Calendar.

**ENG 701 Seminar in Medieval Literature (3)****ENG 703 Seminar in Renaissance Literature (3)****ENG 705 Seminar in Neoclassical Literature (3)****ENG 707 Seminar in Romantic Literature (3)****ENG 709 Seminar in Victorian Literature (3)****ENG 711 Seminar in American Literature to 1865 (3)****ENG 713 Seminar in American Literature, 1865-1914 (3)****ENG 715 Seminar in Modern English and American Literature (3)****ENG 717 Seminar in Irish Literature (3)****ENG 720 Topics in the History of Rhetoric and Pedagogy (3)****ENG 721 Seminar in Literary Criticism (3)****ENG 722 Topics in Rhetoric and Composition Theory (3)****ENG 723 Topics in Technology and Rhetoric (3)****ENG 724 Topics in Rhetoric and Composition Pedagogy (3)****ENG 740 Principles of Literary Editing (3)****ENG 793 Directed Independent Readings (3)****ENG 795 Directed Independent Study (3)****ENG 797 Directed Independent Research (3)****ENG 798 Master's Essay or Three-Paper Option or Creative Thesis (3)**

An essay of 50-75 pages on a topic agreed upon with the supervising faculty member. Upon completion, the paper will be reviewed and graded by a panel of three faculty members, including the supervising faculty member. The student will be expected to select the panel with the approval of the graduate directors. Additional information about these requirements (deadlines, formatting, etc.) is available on the University Calendar, the Graduate School website (under Current Students) and from the Graduate School office.

## HEALTH CARE ETHICS (MHE)

Program Director: Amy M. Haddad  
Program Office: Center for Health Policy and Ethics

### GRADUATE STUDY IN HEALTH CARE ETHICS

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

#### Program Goals

Students who complete the M.S. in Health Care Ethics degree will be able to:

1. Discern the ethical problems, ambiguities, controversies, and assumptions in health care practices, systems, policies, and laws.
2. Discuss how the general concerns of ethics, particularly regarding vulnerability and marginalization, apply to health care practices, systems, policies, and laws.
3. Critically reflect on personal and professional attitudes, actions, and development in response to reading, discussions, clinical cases, or simulations.
4. Draw upon the humanities and liberal arts in the process of ethical reflection about the structures of health care.
5. Compare and contrast the following from an ethical perspective: health care practices, systems, and cultures at national and international levels.
6. When presented with an issue of ethical concern, orally and in writing apply ethical principles, norms, and theories; provide justification for a particular response or course of action in a persuasive manner; anticipate counter arguments; and offer suitable rebuttals.
7. Design sound instructional approaches to improve the ethical quality of health care.
8. Design ethical policy documents to improve the ethical quality of health care.
9. Facilitate open discussion among multiple stakeholders in ethically complex situations.
10. Synthesize and publicly communicate findings from research and critical reflection on a selected topic of ethical concern.

#### Faculty

*Professors:* A. Haddad, J. Stone, J. Welie; *University Professor:* R. O’Brien;  
*Associate Professors:* E. Furlong, R. Sandstrom;  
*Assistant Professors:* H. Chapple, C. Rentmeester.

#### Admission Requirements

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

Applicants must submit the following documents:

1. Application: a completed application form and non-refundable application fee.
2. Curriculum Vitae including relevant education and any employment history, certifications and licensures, teaching and research experience, publications, presentations, awards, honors, affiliations, professional associations, experience and background in health care ethics.

3. Essay: Using 500 words or less per question, please respond to the following:
  - a. List three “big” questions in contemporary health care ethics then choose one of the questions to answer or write a commentary on why you think this particular issue is so important.
  - b. Explain how successful completion of this program will assist you in achieving your professional goals.
4. Recommendation Forms: Three recommendation forms are required. The recommendations should be completed and submitted by persons other than family members who are capable of assessing an applicant’s performance in an academic or work setting.
5. Transcripts: Official transcripts must be submitted from all colleges and universities attended. Transcripts must be sent directly from the issuing institution.
6. Graduate Record Examination (GRE): All applicants who do not hold a post-baccalaureate degree must submit an official score report on the Graduate Record Examination or show evidence of success in graduate-level course work through successful completion of at least two graduate-level courses. While the GRE is generally the preferred exam for admission to the program, scores from other post-baccalaureate entrance exams will be accepted, including the MCAT, GMAT, LSAT and MAT.
7. Test of English as a Foreign Language (TOEFL): All international applicants from countries in which English is not the primary language must demonstrate proficiency in the English language by submitting a minimum TOEFL score of 80 iBT (213 CBT/550 PBT). International applicants who received their baccalaureate or higher degree from an accredited institution in the U.S., United Kingdom, Ireland, Canada, Australia, New Zealand, or Africa (English-speaking only) are not required to submit a TOEFL score report.

### Master of Science (M.S.) with a Major in Health Care Ethics

#### General Requirements

The M.S. in Health Care Ethics consists of thirty credit hours. All students complete the twenty-seven hours of Core Courses and select a minimum of one three-hour elective. The program is offered in an online format with no required residency. Each course will be offered as an eight-week module. Since the program will target working professionals, it is anticipated that most students will be part-time and take only one course per eight-week term. Students who take one course each term will complete the program in less than two years. Near the end of their coursework, students will tailor a Practicum experience to analyze a particular group, population, policy, or structure that raises significant concerns about vulnerability and develop a practical plan for responding to the identified ethical issue or problem in a constructive manner. The Capstone course will allow students to integrate insights gained and competencies acquired throughout the program.



**Master of Science (M.S.) in Health Care Ethics (30 credits)***Core Courses***(All of the following:)**

MHE 601	Health Policy	3 credits
MHE 602	Research Ethics	3 credits
MHE 603	Law and Health Care Ethics	3 credits
MHE 604	Social and Cultural Contexts of Health Care	3 credits
MHE 605	Philosophical Bioethics	3 credits
MHE 606	Theories of Justice	3 credits
MHE 607	Practical Ethics in Health Care Settings	3 credits
MHE 608	Practicum	3 credits
MHE 609	Capstone Project	3 credits

*Electives***(One of the following:)\***

MHE 611	Advanced Bioethical Theory	3 credits
MHE 612	Philosophical and Theological Perspectives on End-of-Life Care	3 credits
MHE 613	Professional Ethics and the Vocation of Health Care	3 credits
MHE 617	Mental Health and Medical Humanities	3 credits
MHE 618	Teaching and Learning Strategies in Ethics	3 credits
MHE 619	Dying, Death, and Transplantation in the American Hospital	3 credits
MHE 620	Bioethics as Practice	3 credits
MHE 621	Narrative Bioethics	3 credits

\*Electives will be offered on a rotating basis and subject to adequate minimum student enrollment.

**M.D./M.S. in Health Care Ethics Dual Degree Program**

The Creighton University School of Medicine and the Graduate School offer a coordinated program leading to the separate conferral of both the Medical Doctor and the Master of Science in Health Care Ethics degrees. The program is structured so that students will receive credit toward the MS degree for the IDC 135 course, complete one ethics course the summer between the M1 and M2 year, and then take a full year to focus on the MSHCE degree between the M2 and M3 years. Students will complete the MS degree during the M4 year by taking the MHE 609 Capstone course, which will also fulfill two M4 elective requirements.

**Admission Requirements**

Admission to the MD/MS in Health Care Ethics requires acceptance into the medical degree program at Creighton University and completion of an entrance questionnaire and essay.

Applicants must submit the following documents:

1. Application: a completed application form.
2. Essay: Using 500 words or less per question, please respond to the following:
  - a. List three “big” questions in contemporary health care ethics then choose one of the questions to answer or write a commentary on why you think this particular issue is so important.
  - b. Explain how successful completion of this program will assist you in achieving your professional goals.

MD/MS applicants will also be asked to grant the Creighton University School of Medicine permission to release the entire contents of their AMCAS (American Medical College Application Service) application to the Creighton University Graduate School and the Center for Health Policy and Ethics for the purpose of application to the Master of Science in Health Care Ethics program.

**Program Degree Requirements for MD Students**

MD/MS in HCE students must take the following twenty-seven (27) hours of MHE courses, plus the IDC 135 course that is taken as a standard part of the medical school curriculum:

MHE 601	Health Policy	3 credits
MHE 602	Research Ethics	3 credits
MHE 603	Law and Health Care Ethics	3 credits
MHE 604	Social and Cultural Contexts of Health Care	3 credits
MHE 605	Philosophical Bioethics	3 credits
MHE 606	Theories of Justice	3 credits
MHE 607	Practical Ethics in Health Care Settings	3 credits
MHE 608	Practicum	3 credits
MHE 609	Capstone Project	3 credits

**MHE 601 Health Policy (3)**

An exploration of health policy and its development, emphasizing social justice and human rights as providing the moral and ethical bases of policy. The course considers and compares institutional, local, regional, national, and international approaches to public health, health systems, and determination of research and development priorities. American health systems, their operations, processes, successes, and failures are extensively analyzed. The processes and challenges for making policy at institutional, state, and federal levels are described, and past and current attempts at health systems reform, and why they succeed or fail, are analyzed.

**MHE 602 Research Ethics (3)**

This course will enhance students’ understanding of core ethical issues in research ethics. Vulnerable populations will be a primary organizing theme. Study of historically pivotal cases will lead into examination of ethical and policy responses. Examples are the Belmont Report, the Helsinki Declaration, IRBs (Institutional Review Boards), and roles of ethical theories, principles, and human rights. Among issues related to vulnerable populations will be research on prisoners, women, children, the poor, and residents of developing countries. A focus will be ethical issues in the emerging area of Community-Based Participatory Research. Topics in scientific research will include design (e.g., randomized or placebo-controlled trials), elements of good science, critical reflection about science (such as critiques of objectivity), and conflicts of interest. A section will address informed consent. Special topics will include collaborative and intersectoral research, cross-cultural aspects of research, social responsibility of scientists, genetics, and stem cell research. USA and global research will be considered.

**MHE 603 Law and Health Care Ethics (3)**

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

**MHE 604 Social & Cultural Contexts of Health Care (3)**

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



- MHE 605 Philosophical Bioethics (3)**  
This course reviews the nature of ethical reasoning, including various epistemological challenges to moral judgment. Second, major theories of ethics will be introduced, including virtue ethics, natural law, deontology, utilitarianism, casuistry and principlism, discourse ethics, and care ethics. Third, signature texts by protagonists of these historical theories will be compared and contrasted with contemporary critics, with specific reference to issues of vulnerability. **P: MHE 601 or MHE 602.**
- MHE 606 Theories of Justice (3)**  
This course builds on Philosophical Bioethics (MHE 605) and Health Policy (MHE 601) by advancing students' knowledge of ethical reasoning and by familiarizing students with theories of justice, in particular. This course will introduce students to theoretical and practical complexities, ambiguities, and persistent questions at the intersections of clinical ethics, social policy, and health justice. **P: MHE 601 and MHE 605.**
- MHE 607 Practical Ethics in Health Care Settings (3)**  
The practical application of ethics to clinical situations is much more than following standards of practice. This course will provide the opportunity to apply foundational concepts of ethics to a variety of health care settings. Additionally, the use of deliberative methods to think through and discuss the unique features presented by different health care settings and professional conduct will be an integral component of the course. The typical charges of institutional ethics committees will be examined: consultation, education, and policy review/development. **P: MHE 605.**
- MHE 608 Practicum (3)**  
This course requires synthesis of content from all previous foundational course work. Students will analyze vulnerability and corresponding ethical issues as they pertain to a particular group, population, policy, or structure. Students will develop a practical plan for responding to the ethical issue or problem that has been identified in a collaborative and constructive manner with key individuals at the practicum site. Using a portfolio approach, students will integrate appropriate course content and other relevant support material into the plan. **P: MHE 601, MHE 602, MHE 603, MHE 604, MHE 605, MHE 606, MHE 607.**
- MHE 609 Capstone Project (3)**  
In this final required course of the degree program, students are expected to integrate insights gained and competencies acquired. Applying methods of scientific inquiry, students will synthesize their findings in a publishable commentary to an article in the scholarly literature, selected by the course director. **P: MHE 601, MHE 602, MHE 603, MHE 604, MHE 605, MHE 606, MHE 607, MHE 608, and Elective.**
- MHE 611 Advanced Bioethical Theory (3)**  
Whereas MHE 605 focuses on the major ethical theories as they have been developed since Greek antiquity and that nowadays still inform bioethical thinking, this course focuses on modern variations on these historical theories and newly developed theories that have specific relevance for the field of health care ethics. The course is particularly useful for students planning to continue their education with doctoral studies and/or students who are planning to engage in bioethical research and scholarship. **P: MHE 605.**
- MHE 612 Philosophical and Theological Perspectives on End-of-Life Care (3)**  
The possibilities of modern medicine to extend people's lives are considerable and are generally much appreciated. But these advances have also evoked ever more ethical quandaries. Patients have begun to decline the available life-extending interventions or even request euthanasia. Medicine - and society more in general - appear unable to balance life extension gained with quality of life considerations. On top of that, the economic expenses are quickly becoming prohibitive. The biomedical sciences, philosophy, and theology struggle to address these new challenges theoretically, for extending life has been one of the most important goals of western medicine for many centuries, rarely questioned and fully supported by most major faith traditions. **P: MHE 603, MHE 605.**
- MHE 613 Professional Ethics and the Vocation of Health Care (3)**  
This course will examine what health care professionalism is or should be in light of health and health care inequalities, multiculturalism, humanistic concerns, and practical considerations. Topics will include: (1) The historical development and social configuration of health care professions and structures; (2) Proposed moral foundations such as calling, social contract, moral principles, and an ethics of care; (3) The legal status of professions; (4) The scope of professional obligations, including direct health care, public health, advocacy, elimination of health inequalities, code development, standardization, peer review, whistle-blowing, and protection of public trust; and (5) Intersectoral and interprofessional collaboration. Students will be invited to critically assess whether professional tenets and structures promote or undermine health and health care equality, humanistic care, fair treatment, openness to diversity, power equalities, and systemic analyses.
- MHE 617 Mental Health and Medical Humanities (3)**  
Recent policy trends in mental health, health inequalities, and intersections of health policy and social policy are focal points of study in this elective. A handful of scholarly articles complement our main study of these issues through literature and film. **P: MHE 601, MHE 604, MHE 606.**
- MHE 618 Teaching and Learning Strategies in Ethics (3)**  
What sorts of knowledge do teachers of ethics need whether the instruction occurs in a classroom, online, or in a professional seminar? This course will examine the knowledge that Shulman asserts teachers need including: 1) content knowledge; 2) general pedagogical knowledge with special reference to broad principles and strategies of management and organization that transcend subject matter; 3) pedagogical content knowledge, that special form of understanding of best practices in teaching ethics; and 4) knowledge of learners and their characteristics. The course will emphasize teaching and learning methods that are most effective for ethics content. **P: MHE 605.**
- MHE 619 Dying, Death, and Transplantation in the American Hospital (3)**  
Students explore how CPR and the obligation to perform it have changed the social construction of dying and death in the American hospital through the mechanisms of rescue, stabilization and the ritual of intensification. With this background students explore the assumptions and pressures that underlie the US transplant movement, including the cultural anchoring of brain death, the valorization of transplant, and the role of neurological injury in the definition of personhood. The US transplantation experience is compared with other nations, including Japan.
- MHE 620 Bioethics as Practice (3)**  
Prominent debates and discussions about defining bioethics and its projects are focal points of study in this selective. We will consider the merits and drawbacks of critical approaches and methods of intersectoral work in bioethics and explore different thinkers' responses to questions about the nature, scope, and authority of the field.
- MHE 621 Narrative Bioethics (3)**  
This course canvasses several different meanings of the term 'narrative' in the context of bioethics and health policy and seeks to advance students' knowledge of the processes and frameworks of ethical reasoning that transpire in different genres of storytelling.

## INTERDISCIPLINARY ED.D. PROGRAM IN LEADERSHIP

Program Director: Isabelle D. Cherney, Ph.D.  
Program Office: Brandeis

### GRADUATE STUDY IN LEADERSHIP

#### Program Goals

Graduates of the Ed.D. in Leadership demonstrate the following student outcomes with an interdisciplinary perspective:

1. Leadership skills that are rooted in faith, justice, and ethics with a global perspective.
2. A continued interest and utilization of reflective practices as a means for professional and personal growth, for themselves and those they serve and lead.
3. Understanding, integration, and utilization of organizational theory in practice.
4. Understanding, integration and utilization of leadership theories and practices in practice.
5. Integration and utilization of change theory in practice.
6. Effective interpersonal and organizational communication.
7. Knowledge and application of funding and budgeting processes in organizations.
8. Knowledge and application of legal principles applicable to organizations.
9. Utilization of technology as a transformative agent in organizations.
10. Creativity in designing, developing, applying, and assessing research ideas to improve practice.

#### Faculty

Professors: I. Cherney, Ph.D. (Psychology), M. Danielson, Ph.D. (Communication Studies), C. Dickel, Ed.D., NCC (Education), G. Jensen, Ph.D., PT, FAPTA (Physical Therapy), B. Keegan, Ph.D. (English);

Associate Professors: B. Coppard, Ph.D., OTR/L, FAOTA (Occupational Therapy), A. Hoh, Ph.D. (Management), K. Huggett, Ph.D. (Medicine), S. Ishii-Jordan, Ph.D. (Education), K. Mu, Ph.D., OT (Occupational Therapy), R. Reed, Ed.D., RN. (Nursing), D. Wells, Ph.D. (Management);

Assistant Professors: K. Peck, PT, Ph.D., CSCS (Physical Therapy), A. Schoening, Ph.D., RN, CNE (Nursing);

Affiliate Faculty: P. Hawkins, Ph.D. RN BC CNE (former Program Director: Doctorate in Education and Associate Dean for Health Professions, College of Saint Mary), R. Joekel, Ed.D. (Education), J. Ihrig, Ed.D. (University of Nebraska—Lincoln, Department of Educational Administration), A. Seagren, Ed.D. (Director, Center of the Study of Higher and Post-Secondary Education, University of Nebraska), D. Wheeler, Ph.D. (Professor Emeritus of Leadership Studies, University of Nebraska-Lincoln).

#### Admission Requirements

Applicants must have a master's or equivalent professional degree from an accredited institution and submit the following documents:

1. Completed application form and application fee.
2. Current resume, including leadership experience and personal statement of goals related to leadership.
3. Official transcripts from all colleges/universities attended (no photocopies are accepted).
4. Three recommendations by persons familiar with the applicant's academic background, leadership potential, achievements, and personal qualities.
5. A minimum TOEFL score of 550 (paper-based) or 80 (internet based) for students from countries in which English is not the native language.
6. Creighton University reserves the right to request GRE scores or a personal interview.
7. Three samples of the applicant's writing and/or research.

### Doctorate of Education (Ed.D.) in Leadership

The Ed.D. Program in Leadership consists of 60 semester hours and a required master's or equivalent professional degree. All students complete the 21 hours of leadership core program, 15 hours of elective credits, 3 hours of practicum, and 15 hours of research and dissertation as well as 6 hours of seminar. Students will tailor the Practicum experience and Dissertation to focus on their particular professional/workplace interests.

#### Ed.D. in Leadership Degree Requirements

Leadership Core Program Core Courses:

(All of the following:)

ILD 801	Leadership Styles and Reflective Practice	3 credits
ILD 802	Leadership and Applied Ethics	3 credits
ILD 803	Strategic Planning and Management	3 credits
ILD 804	Organizational Theory and Behavior	3 credits
ILD 805	Administrative and Policy Leadership Issues	3 credits
ILD 806	Change Theory and Practice	3 credits
ILD 807	Financial and Legal Leadership Issues	3 credits

Program Orientation/Learning Community:

ILD 808	Leadership Seminar 1: Program Orientation and Formulation of Learning Community (on campus)	2 credits
ILD 809	Leadership Seminar 2: Mid-Program Reflection & Dissertation Design (online)	2 credits
ILD 810	Leadership Seminar 3: Portfolio Review & Dissertation Defense (on campus)	2 credits

Interdisciplinary Practicum

ILD 811	Interdisciplinary Practicum	3 credits
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Research and Dissertation (15 credits required)

ILD 850	Quantitative Research Design and Methods	3 credits
ILD 851	Qualitative Research Design and Methods	3 credits
ILD 852	Mixed Methods Research	3 credits
ILD 899	Dissertation Research	9 credits

Electives

(Fifteen credits from the following:)

ILD 820	Jesuit and Ignatian Traditions	3 credits
ILD 821	Quality and Accountability Issues	3 credits
ILD 822	Human Resources Leadership and Management	3 credits
ILD 823	Leadership in a Global Society	3 credits
ILD 824	Social Justice and Faith-Based Traditions	3 credits

Students, in consultation with their advisor, may choose one three credit online graduate course outside the Ed.D. program as electives as well.

MBA 701	Financial Reporting for MBAs	3 credits
MBA 711	Managerial Finance	3 credits
MBA 731	Information Systems Management	3 credits
MBA 741	Economic Analysis for Managers	3 credits
MBA 761	Marketing Management	3 credits
MBA 776	Business Ethics	3 credits
NDR707	Negotiation and Conflict Resolution – Foundations I	3 credits
NDR757	Systems and Consulting for Conflict Specialists	3 credits
NDR771	Collaboration and Conflict Resolution in Health Care	3 credits
NDR777	Conflict Specialist Ally Roles	3 credits

- ILD 801 Leadership Styles and Reflective Practice (3)**  
This course introduces the student to the knowledge, skills, and values underlying reflective practice. Various theories and leadership styles will be examined from a historical and contemporary point of view. Students will identify leaders and leadership situations that are examples of the various theories and styles. Students will apply leadership theories using their own institution/organization as a laboratory. Special attention will be directed to leaders engaging in reflective practice. Through readings and exercises focusing on leadership styles and reflective practice, the student will develop a greater knowledge of self and will begin the deliberate, life-long practice of reflective thinking. Students will develop a clear personal philosophy of their leadership style as the culminating activity for the class.
- ILD 802 Leadership and Applied Ethics (3)**  
Consistent with the ideal that leadership is not just an act but a way of being, this course will explore the ethical foundations that inform the leader's personal and professional practices. Students will examine ethical theories and concepts applied to leadership challenges in real world situations. Emphasis will be placed on understanding ethical leadership for social and organizational change, the leader's role as a moral agent, as well as the organization's role as a moral agent in society.
- ILD 803 Strategic Planning and Management (3)**  
Most entities fail in the execution of strategic plans, and not in planning itself. In light of that reality, this course emphasizes a deep understanding of building an institution's vision, developing competitive advantages, SWOT analysis, competitive strategies, Porter's Five Competitive Forces model, balanced scorecard, and strategic revolution/decay/renewal/resilience. The strategic planning process and, steps in executing strategic plans, and strategic control will also be emphasized.
- ILD 804 Organizational Theory and Behavior (3)**  
This course explores the most important theories and models that explain the behaviors and attitudes of individuals (micro OB), teams and other groups (meso OB), as well as the "behavior" of entire organizations (macro OB). The course covers critical topics from organization theory and behavior, including such things as the relationship of environment, size, and technology to organization structure, organization culture, motivating followers, recognizing individual differences, decision making, creativity, leading groups and teams, exercising power, managing conflict, and job satisfaction and other work attitudes.
- ILD 805 Administrative and Policy Leadership Issues (3)**  
This course examines the research on administrative issues and political power in decision making and the role of leaders in policy development. The course will address social, political, and economic influences on administration and policy development and the relationship between leadership and governance. Learners will review and critique public policy analytic frameworks and their application to contemporary policy issues. Administrative and policy leadership issues will also be applied to community relations and governing boards.
- ILD 806 Change Theory and Practice (3)**  
Confronted with profound, rapid, and dynamic changes in the nature of their work and organizations, individuals are entering into a "permanence of change." As such, leaders are required to develop their understanding of and skills necessary to lead and/or facilitate complex organizational change. This course is designed to help individuals explore organizational change theory, analyze research on the multiple perspectives on and elements of change, understand how change can promote a learning organization, and practically apply what they have learned regarding organizational structure and decision making within and across organizations.
- ILD 807 Financial and Legal Leadership Issues (3)**  
This course has been designed to focus on the leadership skills related to the management of the financial and legal issues in organizations/institutions. Specific attention will be given to theories of economic and finance, financial planning, sources and uses of financial support, budgeting, the American legal system, institutions as legal entities, authority for governance and administration, employee rights and responsibilities, client/student rights and responsibilities and institutional and personal liability applicable to business, education and health organizations and institutions. Graduate students are expected to have a basic understanding of business, education or health organizations with practical experience and professional preparation and planning careers for leadership in these types of organizations/institutions.

- ILD 808 Leadership Seminar I: Orientation and Formulation of Learning Community (2)**  
Students will be required to be present on campus for a Learning Community meeting that will provide an opportunity for relationships and community building among students and faculty. The relationships established during this residency will be important as students progress through their program. The philosophy and mission of the interdisciplinary Ed.D. in Leadership will be presented. The learning outcomes and expectations will be presented along with a review of the program requirements. A step by step explanation of how students will move through the program will assist students in understanding the requirements and navigating the program successfully. Attention will be given to distance education via online classes and students will learn how classes are formatted and delivered.
- ILD 809 Leadership Seminar II: Mid-Program Reflection and Dissertation Design (2)**  
The second formal seminar, the mid-program review and dissertation design, is a formative, structured experience for students enrolled in the Interdisciplinary EdD in Leadership program. The seminar provides a structural tool, along with faculty guidance, for assisting students in moving forward with their portfolios and planning for their dissertations. Students will discuss the preparation of their portfolios, compare the process they are using to prepare their dissertation, share information about job opportunities or any new responsibilities they have been given, and cover any other topics appropriate to the cohort. This second formal seminar will provide a venue and structure for students to share across the areas of business, education, and health to emphasize the interdisciplinary aspect of the program. In addition, the Program Director or advisors will be able to share information about the program and its progress.
- ILD 810 Leadership Seminar III: Portfolio Review and Dissertation Defense (2)**  
This seminar will be the concluding requirement of the program and will be held on campus. Students will present their portfolio to their supervisory committee, present their reflective journal, review a final self analysis of the Gallup StrengthsFinder, and share future professional and career goals/plans. At this time the oral defense of the dissertation will be conducted. Students will be given an opportunity to provide feedback to the committee about the Ed.D. program and share any suggestions on how to improve the program.
- ILD 811 Interdisciplinary Practicum (3)**  
Students will arrange a practical field experience to further develop their skills and abilities in a professional or organizational setting where they will be engaged in interdisciplinary leadership in action. This could include working with another person on a major project or exploring an area outside the student's own field (business, education, or health). The student will gain an understanding of researching internal or external elements related to personnel, policy, politics, economics, finance, governing relationships, elements of change, or other influences that challenge leadership, and then apply or recommend an innovative solution. The practicum experience will be arranged working with the practicum advisor.
- ILD 820 Jesuit and Ignatian Traditions (3)**  
Jesuit education in the 21st century stems from philosophical values rooted in the humanistic tradition of Renaissance culture. This course will explore the historical backdrop that sparked the formation of organized Jesuit schools, including focus on a unique style of social leadership that has sustained the Ignatian tradition for over four hundred and fifty years. To enhance learning, students will engage in critical self-reflection on personal values, attitudes, ethics, and moral development in relation to societal expectations and norms.
- ILD 821 Quality and Accountability Issues (3)**  
This course introduces students to concepts of program quality and assessment that can be applied to organizations and encourages students to engage in becoming familiar with issues related to the assessment of quality. Students are encouraged to apply the concepts they learn about quality, accreditation, accountability and standards to their organization and experiences. Attention will be given to strategic alignment and the role of values and propositions along with a focus on the utilization of several systems for assessing quality with specific focus on the "Balanced Scorecard" and the Baldrige National Quality Program and the criteria for performance excellence.

- ILD 822 Human Resources Leadership and Management (3)**  
This course examines the knowledge base of Human Resources Development (HRD) and the organizational setting in which HRD occurs. Topics include the design and development of education and training programs, how change occurs in organizations; how career development can optimize the match between individual and organizational goals and needs; how to improve the performance in organizations by analyzing performance opportunities; and designing employee training to address these opportunities. Students apply knowledge of personnel/Human Resource principles, practices, policies, and procedures to the identification and solution of case problems.
- ILD 823 Leadership in a Global Society (3)**  
In the ever-shrinking world of the new millennium, leaders are frequently challenged to work with and develop international teams. Building on the Ignatian leadership paradigm, this course will facilitate the formation of leadership skills for a rapidly changing global landscape. International market forces and technological changes that influence the global workplace will be described. Students will also have the opportunity to develop and practice communication skills necessary for leaders in a diverse, multi-cultural workplace.
- ILD 824 Social Justice and Faith-Based Traditions (3)**  
In the contemporary era the service of faith and the promotion of justice has become a staple thread of identity in Jesuit education. This course will illuminate the historical perspectives and theoretical foundations of social justice in relation to Ignatian and other faith based traditions. A conceptual framework that incorporates individual, corporate, and sociocultural aspects of privileged and disadvantaged situations will be explored. In particular, students will reflect on personal context in relation to social structures encountered on a global spectrum. A variety of social injustices will be discussed including social power, privilege, authority, environment, race, gender, and disability.
- ILD 850 Quantitative Research Design and Methods (3)**  
The course will examine theory and practice in the design, conduct, analysis and interpretation of experimental, quasi-experimental, and descriptive methods for research and evaluation. Basic core concepts of statistics such as the computation and interpretation of measures of central position, variability and correlation; introduction to sampling, probability, and tests of significance will be reviewed. Methods of assessing credibility of published research will also be discussed.
- ILD 851 Qualitative Research Design and Methods (3)**  
The course will examine theory and practice in the design, conduct, analysis and interpretation of the broad approaches to qualitative research methods used for social and behavioral research. Methods of application of concepts through both critique and planning one's own research will be basic tenets in the course.
- ILD 852 Mixed Methods Research (3)**  
This approach to research has an interdisciplinary appeal because increasingly diverse worldviews and complex issues and problems require a blending of qualitative and quantitative data. Hence, mixed method designs provide researchers, across research disciplines, with a rigorous approach to addressing multi-dimensional research questions. The purpose of this class is to provide an introduction to mixed methods research, to discuss the steps involved in designing and conducting this form of inquiry, and to focus on the types of mixed methods designs.
- ILD 899 Dissertation Research (3-9)**  
The dissertation research project is applied research done through a process of inquiry focused on practical issues related to the student's workplace. The dissertation addresses real world problems or issues in applied settings. The student workplace or practice setting is the laboratory for development of the dissertation. The dissertation provides the structure for examination of the student's practice in a thoughtful and systematic way. The candidate may register for 6 to 9 hours applicable toward the degree. The dissertation proposal must be approved as part of the first three (3) credit hours of dissertation credit earned. Students will not be able to register for additional credit hours until the dissertation proposal has been approved. This course is repeatable up to a maximum of 9 hours.

## MASTER OF SCIENCE IN INFORMATION TECHNOLOGY MANAGEMENT (ITM)

Program Director: Ravi Nath  
Program Office: Eppley College of Business Administration 212

### GRADUATE STUDY IN INFORMATION TECHNOLOGY MANAGEMENT

The Master of Science in Information Technology Management (M.S.) degree is a 33-credit-hour program. The course of study provides a creative synergy between technology and management and is designed to meet the demands of the constantly evolving business-technology environment. Students learn to be responsible leaders who will shape how information technology drives business success.

Technology touches every aspect of business, and graduates of the M.S.-I.T.M. program are prepared to set the pace, bringing a values-centered perspective to the business world.

#### Program Goals

1. Explain the core concepts, capabilities, and tools of information technology.
2. Apply information technology and business knowledge in business-world contexts.
3. Apply analytical, critical thinking, and professionalism skills in a broad business context.
4. Demonstrate effective interpersonal communication and collaborative skills.

#### Faculty

Professors: C. Corritore, A. Hendrickson, R. Nath;  
Associate Professors: L. Chen, W. Duckworth, R. Marble;  
Assistant Professors: N. Govindarajulu.

#### Admission Requirements

1. **Eligibility for Admission:** Applicants for admission to the M.S. program must have a baccalaureate degree, regardless of the undergraduate field of study, and an acceptable level of scholarship from an accredited institution of higher education, along with the following documents:
2. **Application:** A completed application form, personal essay discussing how a master's degree fits in with an applicant's career plans and which aspects of Creighton's M.S. program are most appealing, current resume, and a non-refundable application fee.
3. **Recommendations:** Two recommendations are required. The recommendations should be completed by persons other than family members who are capable of assessing an applicant's performance in an academic or work setting.
4. **Transcripts:** One official transcript must be sent from each institution of collegiate rank attended by the applicant. Transcripts should be sent directly from the collegiate institution to the Graduate Business Programs, College of Business, Room 212, 2500 California Plaza, Omaha, NE 68178. All such transcripts become the property of Creighton University.
5. **Graduate Management Admissions Test (GMAT):** All applicants must submit an acceptable score report on the Graduate Management Admissions Test (GMAT). The GMAT is administered by PearsonVUE. Further information about the GMAT may be obtained at MBA.com
6. **Test of English as a Foreign Language (TOEFL):** The Graduate School requires all students from countries in which English is not the native language to demonstrate competence in English by a score of 550 in the TOEFL (Test of English as a Foreign Language) examination or 80 on the Internet-based Test (iBT) at the graduate level. International applicants who received their baccalaureate degree from an accredited institution in the U.S., United Kingdom, Canada (excluding French Quebec), Australia, New Zealand, or Africa (English speaking only) are not required to submit a TOEFL score report.
7. **Financial Ability:** All international applicants must provide a "Certification of Available Finances" form in order for the I-20 form to be issued by the Office of International Programs if an applicant is admitted to the program.



- 8. Statistics Requirement of the Graduate Business Programs:** Students entering a graduate business program will need to show evidence that they have completed at least one statistics course in their undergraduate degree that included correlation and regression. Students without such a class may complete instead a non-credit statistics tutorial offered by the college for a fee.

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

### ***Master of Science (M.S.) with a Major in Information Technology Management - Campus-based***

#### ***General Requirements***

The Master of Science in Information Technology Management (M.S.) consists of 33 credit hours beyond the required Foundation courses. All students complete the 12 hours of Core components and select 21 hours of Electives that are consistent with their career interests.

#### ***Master of Science (M.S.) in Information Technology (33 credits)***

##### **I. FOUNDATION COURSES**

Demonstrated proficiency in programming

##### **II. CORE COURSES (12 hours)**

ITM 734	Human Factors in Information Systems	3 credits
ITM 782	Data Base Management Systems	3 credits
ITM 788	Business Information Analysis and Process Design	3 credits
MBA 776	Business, Ethics and Society	3 credits

##### **III. ELECTIVES (21 hours)**

Students should select Elective courses based on their area of interest. At least 15 hours must be other 700-level ITM courses. Note that students who have not successfully completed MIS 253 (undergraduate MIS survey course) or an equivalent course MUST take ITM 731 as an elective. The remaining 6 hours of Electives may be selected from other 700-level MBA courses; MSA 722, 724, 726, 730, or 732; or 500-level courses taken for graduate credit (ACC 516, 521, 538, 544, or 579; ECO 538; or FIN 558). Students who are in the joint MS-ITM/JD program may use 6 hours of specific LAW courses as Elective credit. Students may elect an area of emphasis in E-commerce by completing ITM 710, 770, and 790 as 3 of their Elective courses.

### ***GRADUATE STUDY IN INFORMATION TECHNOLOGY MANAGEMENT - ONLINE***

#### ***General Requirements***

Students will complete 33 credit hours of course work listed for either the Health Information Management (HIM) or the Information Technology Leadership track. Courses are to be taken in the order listed.

#### ***Master of Science (M.S.) in Information Technology (33 credits)***

##### ***Health Information Management Track Program Goals***

This program is intended to meld business, information technology and health care concepts, methodologies, and practices in an interdisciplinary and practical manner to provide unique value proposition to students. The students will:

1. Understand the core concepts, capabilities, and tools of information technology in the healthcare context.
2. Apply information technology and business knowledge in the health care context.
3. Apply analytical, critical thinking, and professionalism skills in a broad health care context.
4. Demonstrate effective interpersonal communication and collaborative skills.
5. Identify and evaluate approaches to electronic health record systems.
6. Discern the ethical problems, ambiguities, controversies, and assumptions in health care practices, security, systems, policies, and laws.

#### ***(All of the following courses are taken in the order listed:)***

CHS 604	Health Care System	1.5 credits
ITM 604	Information Technology Concepts	1.5 credits
ITM 782	Data Base Management Systems	3 credits
ITM 787	Business Process Management	3 credits
CHS 701	Information Technology and Health Informatics I	3 credits
MHE 603	Law and Health Care Ethics	3 credits
ITM 734	Human Factors in Information Systems	3 credits
MBA 703	Managerial Decision-Making	3 credits
CHS 609	Health Information Technology, Quality, Patient Safety	3 credits
ITM 770	Security in the Digital Age	3 credits
ITM 733	System Integration	3 credits
CHS 702	Information Technology & Health Informatics II	3 credits

## Master of Science (M.S.) in Information Technology (33 credits)

### Information Technology Leadership Track Program Goals

The IT Leadership focus is intended to meld business and information technology concepts, methodologies, and practices in an interdisciplinary and practical manner to prepare students for leadership and upwards professional mobility in their profession. The students will:

- Understand the core concepts, capabilities, and tools of information technology.
- Apply information technology and business knowledge in the business context.
- Apply analytical, critical thinking, and professionalism skills in the business context.
- Demonstrate effective interpersonal communication and collaborative skills.
- Identify and analyze strategic issues in Information Technology Management.
- Comprehend the effect of traits and strategies on effective IT leadership.

**(All of the following courses are taken in the order listed:)**

ITM 731	Information Technology Management	3 credits
ITM 782	Data Base Management Systems	3 credits
ITM 787	Business Process Management	3 credits
ITM 736	Managing Information Resources	3 credits
MBA 776	Business, Ethics and Society	3 credits
ITM 734	Human Factors in Information Systems	3 credits
MBA 703	Managerial Decision-Making	3 credits
ITM 760	Strategic Leadership in IT	3 credits
ITM 770	Security in the Digital Age	3 credits
ITM 775	Managing Business Transformations and Innovations	3 credits
ITM 789	Seminar: Advanced Topics in ITM	3 credits

#### ITM 604 Information Technology Concepts (1.5)

This course provides coverage of the role of key concepts and elements of information systems and their role in business organizations, emphasizing applications of information systems and the current issues facing their managers and users. Lecturers, discussions, presentations, and student work will seek to foster an understanding of the strategic importance of information systems, their impact on people and organizations, the many ways they can improve the work practices within firms, and the ways they can improve a firms' products.

#### ITM 710 Development Technologies for the Web (3)

As the interest in web sites becomes more widespread, so have people's expectations. It is increasingly obvious that the functionality provided by HTML is insufficient. This is particularly true as more and more web sites are used to interact with databases. Many scripting and actual programming languages and environments such as CGI, Javascript, and flash are being turned to as they can provide the added functionality demanded by today's commercial web sites. This course will explore these and other technologies and use them to create web sites. **P: Demonstrated proficiency in programming.**

#### ITM 731 Information Systems Management (3)

This course provides in-depth coverage of the role of information systems in business organizations, emphasizing applications of information systems and the current issues facing their managers and users. Lectures, discussions, presentations, and student project work will seek to foster an understanding of the strategic importance of information systems, their impact on people and organizations, the many ways they can improve the work practices within firms, and the ways they can improve a firm's products. *Note: The program director may waive ITM 731 and require an additional ITM elective for students who have successfully completed MIS 253 (Management Information Systems) or an equivalent course.*

#### ITM 733 Systems Integration (3)

Addresses the circumstances surrounding the reliance of most organizations on information technology products and resources from many different sources, both internal and external to the organization. The concepts and methods associated with coordinating an infrastructure of hardware, software, networks, services, and training resources will be discussed and applied. Issues concerning the preparation, distribution, and evaluation of requests for proposal (RFP), contracting and acquisition of information technology products, and managing a team of vendors and contractors, will be considered and illustrated with case studies. Exercises will offer students an insight into the complexities of such topics as outsourcing, integrating legacy systems with current applications, and managing system evolution. **P: IC.**

#### ITM 734 Human Factors in Information Systems (3)

Current trends in system design towards development of systems which fit in better with what humans find natural and easy to do motivate this course. The course focuses on information about human behavior, cognition, abilities and limitations, and other characteristics that are relevant to interaction with information systems. Specific strategies which apply these concepts in order to improve usability will be explored. Benefits of the incorporation of human factors into information processing systems such as less training, fewer errors, increased ability to perform complex operations, less stress, and faster work will also be discussed. Students will have the opportunity to incorporate human factor principles in an information system in order to maximize human-computer cognitive compatibility. **P: ITM 731 or equivalent.**

#### ITM 735 Information Systems Project and Risk Management (3)

The role of systems analysis, decision analysis, and risk analysis in the project management process; managerial issues; analytical techniques of project management including CPM/PERT; budgeting processes; resource management; project control; use of project management software. **P: Statistics.**

#### ITM 736 Managing Information Resources (3)

This course focuses on the managerial issues faced by business and information systems (IS) managers in today's technology rich business environment. Special emphasis is placed on information as a critical resource and on its role in policy and strategic planning. The course discusses the issues and techniques relevant to the effective management of information resources. It will take a broad perspective by examining the internal, external, and strategic planning issues involved in IS resource management. The course will also use Harvard Business School cases and other cases to explore the managerial, technical, and behavioral issues relevant to IS resource management. **P: ITM 731 or equivalent and Statistics.**

#### ITM 738 Emerging Technologies (3)

According to Moore's law, the amount of information storable in one square inch of silicon has roughly doubled yearly every year since the technology was invented. This phenomenon is causing numerous new and promising advances in information technology. Businesses capitalizing early on the adoption of some of these key technologies stand to gain significant competitive advantage. Unfortunately, organizations are in a quandary with respect to the identification, use and management of these emerging technologies. The primary focus of this course will be on the identification, acquisition, management and use of emerging technologies. **P: ITM 731 and ITM 782.**

#### ITM 740 Data Mining Techniques for Business (3)

Advances in information and data capture technologies have accelerated the rate at which organizations are able to gather large volumes of data pertaining to customers, suppliers, competitors, and other entities of interest. These databases are rarely tapped for the wealth of information they may hide. The purpose of this course is to deal with the issue of extracting information and knowledge from large databases. The extracted knowledge is subsequently used to support human decision-making with respect to summarization, prediction, and the explanation of observed phenomena (e.g. patterns, trends, and customer behavior). Techniques such as visualization, statistical analysis, decision trees, and neural networks can be used to discover relationships and patterns that shed light on business problems. This course will examine methods for transforming massive amounts of data into new and useful information, uncovering factors that affect purchasing patterns, and identifying potential profitable investments and opportunities. **P: Statistics.**

- ITM 760 Strategic Leadership in IT (3)**  
A study of how technology, especially information technology, can be used as an essential component of the global strategy of an enterprise. Emphasis is on linking technology policy with corporate strategy and identifying technology options that will ensure the most effective execution of organizational strategy. Electronic commerce is examined as a strategic technology application. Topics also include external and internal strategic analysis, technology forecasting, benchmarking, corporate intelligence, knowledge management and planning and control strategies. Strategic technology planning is examined from a historical perspective; concepts essential to technology security and information assurance are introduced. This course will also cover the analysis of the role of the chief information or technology officer in leading the new fast-paced, information age organization.
- ITM 770 Security in the Digital Age (3)**  
This course enables students to know, comprehend, and analyze concepts and applications in the area of planning, control, and security of e-commerce systems and applications, including a substantial emphasis on electronic payment systems. A spectrum of topics are covered including risk management, control systems, security measures, encryption, performance evaluation, behavioral aspects, and assurance methods involved in e-commerce. **P: IC.**
- ITM 775 Managing Business Transformations and Innovations (3)**  
This course provides insights and strategies for managing IT-driven business transformation and innovations. Students will glean a perspective of the strategic value and role of IT in triggering and promoting business change and how to manage this process. Case analysis and student-participation approaches are used to bring out key issues and approaches germane to business transformation. **P: ITM 760.**
- ITM 780 Applications of Artificial Intelligence (3)**  
This course provides a survey of the theory and applications of artificial intelligence in the business decision environment, with an emphasis on artificial neural networks. Students will engage in reviews of current expository and research literature in the area and will attain hands-on experience with computer packages supporting the creation of these types of systems. Neural network design projects will be required of all students. **P: Calculus and demonstrated proficiency in programming.**
- ITM 781 Computer Systems Architecture and Organization (3)**  
This course examines the fundamental concepts and design alternatives associated with computer architectures. The computer is regarded as a hierarchy of levels of functional complexity. Each of these levels - the digital logic level, the microprogramming level, the conventional machine level, the operating system machine level, and the assembly language level- is studied in detail. **P: Calculus and demonstrated proficiency in programming.**
- ITM 782 Data Base Management Systems (3)**  
Organizations must manage their data resources effectively in order to remain competitive. The efficient design, deployment, use and management of database systems requires an understanding of the fundamentals of database management systems, techniques for the design of databases and principles of database administration. This course emphasizes the fundamentals of database modeling, design and development, the languages and utilities provided by database management systems, and the techniques for implementing and managing database systems. Although primary emphasis will be on relational database management systems, the object-oriented and distributed models will also be examined. **P: ITM 731 or IC.** *Note: The program director may waive ITM 782 and require an additional ITM elective for students who have successfully completed MIS 354 (Data Base Management) or an equivalent course.*
- ITM 783 Client/Server and Distributed Systems (3)**  
This course provides an introduction to and an applied engagement with the increasingly popular distributed database management architectures. Emphasis will be placed on the various client/server models and network protocols, with hands-on exercises in their application. The concepts and principles underlying these models will be investigated. **P: ITM 782.**
- ITM 784 User Interface Design for the Web (3)**  
Everything we used is designed by someone else. Any person who wants to design for others must develop a high degree of sensitivity of the nuances of good and bad design. This course specifically targets such nuances with respect to humans, information systems and interfaces. The human and task factors that must be considered and explicitly incorporated into user interfaces will be explored. Future trends in user interfaces will also be discussed. **P: ITM 734 and ITM 788.**
- ITM 785 Wireless Technologies and Mobile Commerce (3)**  
This course will explore the impact of wireless and mobile e-commerce on the ways in which business is conducted in this electronic era, as well as the technologies involved in developing systems that will support this way of doing business. The course aims to provide the student with a balanced coverage on both the managerial and technical issues relevant to wireless and mobile e-commerce. **P: One semester of a programming language or equivalent experience in C, C++, Java, Visual Basic or some or some other modern programming language.**
- ITM 786 Telecommunications Infrastructure (3)**  
This course is designed to provide the student with an understanding of the technical and managerial aspects of business data communications and networks. This course will prepare a student, by providing them with examples of network concepts, design and planning of networks to meet the enterprise needs. **P: ITM 731 or IC.**
- ITM 787 Business Process Management (3)**  
As Jack Welch put it “The power of your company is contained in the processes themselves.” This course is designed to provide the student with the tools they need to effectively analyze, improve, and redesign business processes to improve business performance. Students will learn and use business process management techniques such as business modeling, six sigma techniques and change management. Case studies, practical hands on experience with business process modeling techniques and tools will be used in class to prepare the student for a business process management project in which the students will work with a company or public institution to evaluate their current processes and develop process recommendations for this institution, a plan to implement these changes and a change management plan to gain the buy in of the employees and stakeholders. **P: ITM 731 or IC.**
- ITM 788 Business Information Analysis and Process Design (3)**  
This course is an applied study of the process of information systems development using project management techniques. Lectures, discussions, readings and exercises will address the areas of information analysis, requirements determination, detailed logical design, physical design, implementation planning, computer technology, project management and organizational behavior. Through regular deliverables associated with the cumulative project file of a running case, students will follow a widely used structured development methodology (the data flow diagramming approach) in conducting team-oriented systems analysis and design projects. **P: ITM 731 or equivalent.**
- ITM 789 Seminar: Advanced Topics in Information Technology Management (3)**  
The content of this course will vary depending on the topic and instructor. With the permission of the instructor, the course can be repeated one time for credit, provided the course content is different. Past seminar topics include: Systems Integration, Advanced Data Mining, E-Business. **P: The prerequisites will depend on the course content.**
- ITM 790 Information Technology Projects (3)**  
In this course the student undertakes a significant research project under the guidance of a faculty mentor. The project will deal with topics in information technology that are significant value to businesses. Established research methodologies will be used in identifying, examining, synthesizing, and disseminating information. **P: IC.**
- ITM 795 Independent Study and Research (1-3)**  
This course is for the study of topics that do not enjoy regular course offerings. **P: IC and Approval of Director of Graduate Business Programs.**

**ITM 799 Master's Thesis (1-3)**

Students wishing to pursue the thesis option for satisfaction of degree requirements are responsible for identifying an ITM faculty member who is willing to supervise the thesis. Acceptance of thesis supervision responsibility is at the sole discretion of the faculty member. Hence, the thesis option may not be available for all interested students. Prior to enrollment in the thesis course a written proposal for the thesis must be approved by a majority of the ITM program faculty. Pursuant to a defense of the thesis, the completed thesis must be approved by a majority of the ITM program faculty before a grade is assigned. Thesis students will be required to enroll in ITM 799 in two consecutive semesters, normally their final two semesters in the program. Only three of these hours may be used toward the fulfillment of elective course requirements.

## CENTER FOR HEALTH SERVICES RESEARCH AND PATIENT SAFETY (CHS)

### Faculty

Professors: K. Galt;  
Associate Professors: J. Bramble;  
Assistant Professors: K. Fuji.

**CHS 604 Health Care System (1.5)**

This course introduces the organization and management concepts, theories and issues that are of contemporary importance in the dynamic US health care system. Managed care, health system integration, and inter-organizational linkages are discussed in the context of social, economic, political, legal and regulatory issues relevant to health information technology use.

**CHS 609 Health Information Technology, Quality and Patient Safety (3)**

This course is designed to educate the health information technology manager with the foundation knowledge about patient safety and quality principles needed in health information technology. Concepts of safe systems and quality improvement will serve as the foundation for this course.

**CHS 701 Information Technology & Health Informatics I (3)**

An overview of health information technologies used in health care practice, with a focus on their use and impact on health care delivery. Future health information technologies and needs in health care are explored.

**CHS 702 Information Technology & Health Informatics II (3)**

Electronic health records are becoming the primary mode for storage and use of patient health information and provider care data. This course is designed to provide students with an overview of electronic health records. Ways in which electronic health records are used to meet public and private interests are discussed.

## INSTITUTE FOR PRIESTLY FORMATION (IPF)

Program Director: Rev. Richard J. Gabuzda, S.T.D.

Program Office: Campion House

### GRADUATE STUDY IN PRIESTLY FORMATION

The Institute for Priestly Formation was founded to assist bishops in the spiritual formation of diocesan seminarians and priests in the Roman Catholic Church. The Institute responds to the need to foster spiritual formation as the integrating and governing principle of all aspects of priestly formation. Inspired by the biblical-evangelical spirituality of Ignatius Loyola, this spiritual formation has as its goal the cultivation of a deep interior communion with Christ; from such communion the priest shares in Christ's own pastoral charity. In carrying out its mission, the Institute directly serves diocesan seminarians and priests as well as those who are responsible for diocesan priestly formation.

Each summer the Institute, in collaboration with Creighton University, conducts a 10-week residential summer program for diocesan seminarians. Seminarians may earn 9 graduate credits in the course of the program. Other programs, credit and non-credit, are offered in the summer and throughout the year.

### Program Goals

1. To demonstrate a knowledge and practical application of Ignatian discernment of spirits.
2. To identify the connection between human development and Christian spiritual development with a particular focus on sexuality.
3. To distinguish the unique characteristics of diocesan priestly ministry
4. To explain the relationship of personal and liturgical prayer.

### Admission Requirements

Seminarian applicants must be part of an accredited Roman Catholic seminary formation program. Participants in IPF courses are restricted to diocesan seminarians and priests with exceptions granted by the IPF director.

### Graduate Certificate Program in Spiritual Formation

To be eligible for a certificate, students must complete all courses with a minimum 3.0 cumulative GPA. No more than one grade of "C" will be allowed. Incomplete grades must be cleared no later than one year from the start of the course.

#### Course Requirements

IPF 501	Christian Prayer and Virtue	1 credit
IPF 502	Christian Spirituality and Sexuality	3 credits
IPF 503	The Spirituality of Diocesan Priesthood	2 credits
IPF 504	The Mystery of the Liturgy	3 credits
IPF 505	Intro to John Paul II's Theology of the Body	2 credits
IPF 506	Integration Seminar: Holy Spirit	0 credit
IPF 707	The Spiritual Exercises of St. Ignatius Loyola	5 credits

**IPF 501 Christian Prayer and Virtue (1) S**

A fundamental grounding in the church's spiritual tradition. An emphasis is placed on the prayerful understanding of interior spiritual movements and the practice of the cardinal and moral virtues in a Christian anthropology of the human heart.

**IPF 502 Christian Spirituality and Sexuality (3) S**

An integrated approach to understanding and appropriating the relationship between Christian spirituality and human sexuality. An emphasis is placed upon appreciating and living priestly celibacy as a generative gift from God. The readings, lectures, and assignments present opportunities for personal integration.

**IPF 503 The Spirituality of Diocesan Priesthood (2) S**

This course aims to form participants in a whole-hearted embracing of the distinctive spirituality of the diocesan priesthood as that relates to the unique identity of the diocesan priesthood, so as to help foster a more effective exercise of pastoral authority and charity in the service of the Church.



- IPF 504** **The Mystery of the Liturgy: Receiving in Celebration and in Life** (3) S  
An exploration and experience of the ways in which the wellspring of Trinitarian life interpenetrates liturgical celebrations, personal prayer, and daily life and ministry.
- IPF 505** **Introduction to John Paul II's Theology of the Body** (2-3) OD  
This course will examine the 129 Wednesday audience addresses that comprise John Paul II's "theology of the body" with an emphasis on the importance of John Paul II's project for the new evangelization. Particular attention will be paid to themes such as creation in the *imago Dei*, fall and redemption, Christian ethics and ethos, freedom and person, gender and vocation.
- IPF 506** **Integration Seminar: Holy Spirit** (0) OD  
This seminar is required and is analogous to a comprehensive exam. It meets for fifteen hours in a flexible time frame that sets up a dialectic of prayer, spiritual reading, worship and personal conversation. This fosters personal integration of content from the Unit One IPF 501-504 level courses and is an instrument helping to determine readiness for Unit Two IPF 707. The seminar is facilitated by local diocesan personnel affiliated with IPF. This seminar also serves to strengthen and integrate the gifts of the Holy Spirit received in Christian baptism.
- IPF 705** **The Art of Spiritual Direction and the Identity of the Diocesan Priest** (2-5) OD  
An introduction to the fundamentals of the art of spiritual direction with special emphasis on the knowledge and appropriation of St. Ignatius Loyola's Rules for the Discernment of Spirits. Practice of these dynamics will be applied in the lived experience of the diocesan priest, particularly in spiritual counseling, spiritual direction, and the Sacrament of Reconciliation.
- IPF 707** **The Spiritual Exercises of St. Ignatius Loyola: Theory and Practice** (2-5) OD  
Practical experience of the Spiritual Exercises in either the individually directed silent retreat format or the retreat in daily life format. Integration of this experience includes study and reflection on the theology, structure, and application of St. Ignatius' biblical- evangelical spirituality.
- IPF 793** **Directed Independent Readings** (1-4) S, OD  
To be arranged.
- IPF 795** **Directed Independent Study** (1-4) S, OD  
To be arranged.

## INTERNATIONAL RELATIONS (INR)

Program Director: Terry D. Clark  
Program Office: Creighton Hall-Administration Building, Room 426A

### GRADUATE STUDY IN INTERNATIONAL RELATIONS

Creighton University's Master of Arts in International Relations is an interdisciplinary degree designed for those seeking advancement or entry into intelligence, the military, foreign service, journalism, non-governmental organizations, and international business. The degree also lays the foundation for further graduate study leading to the Ph.D. at other institutions.

#### Program Goals - M.A. in International Relations

Creighton University's Master of Arts in International Relations is an interdisciplinary degree designed for those seeking advancement or entry into intelligence, the military, foreign service, journalism, non-governmental organizations, and international business. The degree also lays the foundation for further graduate study leading to the Ph.D. at other institutions.

Upon completion of the graduate program in international relations, the student will:

1. Demonstrate mastery of the scholarly literature in two of the program's sub-disciplines (American diplomatic history, comparative politics, international economics, and international politics);
2. Exhibit effective written communication skills;
3. Present and orally defend an original research project;
4. Apply and use theory in the analysis of global problems;
5. Be competitive in their chosen professions.

#### Program Goals - Graduate Certificate in International Relations

Students will be able to:

1. Demonstrate basic knowledge of modern social science research skills including research design, application of theory and an overview of statistical analysis.
2. Demonstrate writing skills that are consistent with effective writing in the social sciences including sound organization, evidence of analysis and synthesis, and evidence in support of argument.

#### Faculty

Professors: T. Clark, E. Goss, J. Mordeson, J. Wunsch;  
Associate Professors: J. Calvert, S. Crawford, E. Elliot-Meisel, G. Ramsden;  
Assistant Professors: K. Briggs, M. Kelly.

#### Admission Requirements

Applicants must have a baccalaureate degree from an accredited college or university, evidence of high scholastic achievement at the undergraduate level, and satisfactory Graduate Record Examination (GRE) scores. It is additionally recommended, but not required, that applicants have 24 hours of undergraduate social science including a course in the fundamentals of economics, a survey course in history, and an introduction to political science.

The Graduate School requires all students from countries in which English is not the native language to demonstrate competence in English by a score of 550 in the TOEFL (Test of English as a Foreign Language) examination or 80 on the Internet-based Test (iBT) at the graduate level.

#### Master of Arts (M.A.) with a Major in International Relations

There are two options available for earning the degree of Master of Arts with a Major in International Relations: the thesis and the non-thesis option. The *non-thesis option* is not recommended for those intending to continue their education beyond the Master of Arts.

#### The Thesis Program (33 hrs.)

The *thesis option* requires 27 semester hours of course work (to include a core of fifteen (15) hours and twelve (12) hours of electives) and six hours of thesis work. Each student will take a comprehensive examination in two of the following four (4) fields: 1) International Politics, 2) International Economics, 3) American Diplomatic History, and 4) Comparative Politics. After successful completion of examinations, students will write and successfully defend the thesis before a committee.

##### General Course Core: Completion of the following.

INR 790	Seminar in International Relations Research Methods	3 credits
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##### Proseminars: Completion of all of the following

INR 538	International Economics	3 credits
INR 602	Proseminar in International Politics	3 credits
INR 603	Proseminar in American Diplomatic History	3 credits
INR 604	Proseminar in Comparative Politics	3 credits

##### Electives

Completion of four electives, from any field	12 credits
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##### Comprehensive Exams

The student must take written exams in two of the following four fields: International Economics, International Politics, American Diplomatic History, and Comparative Politics.

##### Thesis

Completion of six hours of thesis work.

Work will be chaired by a three-person committee.

INR 799	Thesis	6 credits
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### *The Non-Thesis Program (36 hrs.)*

The *non-thesis option* requires 36 semester hours of course work (to include a core of fifteen (15) hours and twenty-one (21) hours of electives). Students will take comprehensive examinations in two fields from among the following four (4) fields: 1) International Politics, 2) International Economics, 3) American Diplomatic History, and 4) Comparative Politics.

#### **General Course Core: Completion of the following.**

INR 790 Seminar in International Relations Research Methods 3 credits

#### **Proseminars: Completion of all of the following**

INR 538 International Economics 3 credits  
 INR 602 Proseminar in International Politics 3 credits  
 INR 603 Proseminar in American Diplomatic History 3 credits  
 INR 604 Proseminar in Comparative Politics 3 credits

#### **Electives**

Completion of seven electives from any field. 21 credits

#### **Comprehensive Exams**

The student must take written exams in two of the following four fields: International Economics, International Politics, American Diplomatic History, and Comparative Politics.

### *Five-Year M.A./B.A. Program in International Relations*

Creighton College of Arts and Sciences students majoring in Political Science, Sociology and History may earn the M.A. in International Relations (INR) under an accelerated program. Six hours of credit toward the M.A. in INR are awarded upon completion of the B.A. (Three hours are awarded on the basis of the completion of the Senior Research Seminar in political science, sociology, or history. An additional three hours of graduate elective credit are awarded on the basis of course work completed as part of the B.A. degree program).

Students in the five-year program also have the option to take up to nine hours of graduate course work in INR during their senior year. This normally entails three hours of INR 538, International Economics, completed in the fall semester of the senior year and six hours of INR credits at the 600-level in spring. Under this scenario, upon completion of the B.A. in political science, history or sociology, students would have completed 15 hours of work toward the 33-hour graduate degree in INR. This would leave 18 hours toward the M.A. in INR.

Students wishing to be admitted to the five-year M.A. program in INR must apply with the Graduate School at the end of the junior year or any time during the senior year. All materials required by the Graduate School must be submitted, with the exception of GRE scores. Upon receipt of these materials, students will be admitted "conditionally" to the graduate program in international relations. "Conditional" status will permit students to enroll in 600-level INR courses in spring of the senior year. Registration in these courses will also require an override form signed by the Graduate School and the College of Arts and Sciences. (An override form is not required for 500-level courses.) Students will remain in "conditional" status until they 1) complete the undergraduate degree at Creighton and 2) submit GRE scores.

### *Graduate Certificate Program in International Relations*

Students wishing to earn a Certificate in Studies in International Relations are required to take fifteen hours of course work. The course work will include:

INR 602	Proseminar in International Politics	3 credits
INR 790	Seminar in International Relations Research Methods	3 credits
Six credits from the course list in Research Design and Analysis (RDA)		6 credits
Three credits in International Relations (INR)		3 credits

JD students wishing to earn a Certificate in Studies in International Relations are required to take six hours of course work chosen from the approved law school courses and nine hours of course work at the 600-level or above in any combination in the INR or RDA programs. The certificate program is managed by the Graduate School, and participating students must meet the admission requirements for the MA-INR program.

### *Master of Arts, Major in International Relations/ Master of Business Administration*

Students have the opportunity to obtain a Master of Business Administration (M.B.A.) and Master of Arts with a major in International Relations (INR) as part of a joint degree program offered by the Graduate School at Creighton University. The program is a cooperative venture between the College of Business Administration and the College of Arts and Sciences. Both degrees can be earned in 54/57 credit hours (excluding foundation courses). Were the degrees pursued separately, 66/69 credit hours would be necessary. The specifics of the program are as follows:

1. Students must make separate application to each program and meet all admission requirements for each program.
2. Students must apply to the second program while actively enrolled in the first program (or apply to both programs simultaneously).
3. Within the 33-hour M.B.A. program that includes 24 hours of core classes and nine hours of electives, the M.B.A. program will accept six hours of 600 or 700 level INR course work as MBA electives.
4. Within the INR program there is a 33 hour thesis option and a 36-hour non-thesis option. Both options have 15 hours of core classes, with the thesis option having 12 hours of electives and six hours of thesis work. The non-thesis option has 21 hours of electives. For either option, the INR program will accept six hours of 700 level M.B.A. course work as INR electives.
5. Only courses with a grade of "B" or better may be accepted from one program to the other.
6. M.B.A./INR students must take all MBA foundation courses in the required manner before taking 700 level MBA courses. INR students must have completed the prerequisites before enrolling in any 700 level MBA course.
8. A M.B.A./INR student enrolled in INR 799 must include at least one College of Business Administration faculty member on his/her committee.

### *J.D./ M.A. in International Relations*

The Creighton University School of Law and the Graduate School offer a coordinated program leading to the separate conferral of both the Juris Doctor and the Master of Arts in International Relations degrees. This program allows students to obtain both degrees at a lower cost and in less time than would be required if each degree were earned separately. A certificate program in International Relations is also available for those who do not wish to undertake the entire M.A. program.

The main features of the program are:

- Six hours of M.A. course work can be applied to the J.D. degree
- Six hours of J.D. course work can be applied to the M.A. degree

### Application Requirements

Students must apply separately for each program. A fast-track admissions procedure to the MA-INR program will be granted to law students who have completed the first year of law school and have finished in the top 60 percent of the class. These students need only submit an application form, copies of their application materials to the School of Law, and a letter from the Law School attesting to their standing. Others applying for admission must submit a full application to the Graduate School, including GRE scores.

### The M.A.-INR Program Requirements for JD Students

- (1) Eighteen (18) hours of INR courses and the thesis (6 hours) for a total of 24 hours.  
 12 hours of required coursework, including: INR 790 and three of the four proseminars (INR 538, INR 602, INR 603, and INR 604)  
 6 hours of INR electives.  
 One comprehensive exam.  
 A required 6 hours of thesis (INR 799).

- (2) Six (6) hours of international law courses:

*Eligible courses approved by the School of Law are as follows:*

LAW 320	Comparative Criminal Procedure	2 credits
LAW 342	International Trade Regulation	3 credits
LAW 352	European Union Law	3 credits
LAW 373	International Business Transactions	3 credits
LAW 382	International Criminal Law	2 credits
LAW 384	International Human Rights	2 credits
LAW 423	International Law	3 credits
LAW 379	International Environmental Law	2 credits
LAW 409	National Security & Foreign Relations Law	3 credits

Students must achieve a grade of "C" or above in each courses.

MA students may also enroll in these courses with approval from the Professor.

### The J.D. Program Requirements

Thirty-four (34) hours of first-year required courses

Six (6) hours of upperclass required courses

Fifty-four (54) hours of electives

-Up to 6 hours may come from INR courses (with a grade of B or above)

-INR courses are treated as "nonclassroom" hours, for purposes of the seven hour limit on such hours generally applicable under Academic Rule 6.8.

Students must meet an academic residency requirement of 6 semesters of full-time enrollment (or its part-time equivalent). For this purpose, full-time enrollment requires carrying at least 10 hours of JD course work.

### Graduate Certificate Program in International Relations

JD students wishing to earn a Certificate in Studies in International Relations are required to take six hours of course work chosen from the approved law school courses listed above and nine hours of course work at the 600-level or above in the INR program. The certificate program is managed by the Graduate School, and participating students must meet the admission requirements for the MA-INR program. However, no GRE scores need to be submitted for the Certificate Program.

### Joint Armed Forces Staff College (JFSC) Program

Creighton's graduate program in International Relations (INR) offers an accelerated degree program permitting graduates of the Joint and Combined Warfighting School-Intermediate (JCWS-I) or Joint and Combined Warfighting School - Senior (JCWS-S) to complete a Master of Arts (M.A.) in International Relations through shared academic credits between the Joint Forces Staff College and Creighton's Graduate School.

Applicants to this program will not be required to complete a separate graduate entrance examination such as the Graduate Record Examination (GRE). Letters of recommendation also will not be required.

JCWS-I and JCWS-S graduates will be granted nine hours of credit toward completion of the M.A. in INR. Students exercising this opportunity must pursue the thesis option.

A JCWS-I and JCWS-S graduate who has already completed a master's degree from another accredited college or university will be eligible to transfer an additional three hours of elective credit toward the INR degree if appropriate coursework in INR was part of the earlier graduate work.

### Program Requirements

*The remaining 24 hours toward obtaining an M.A. in INR will be divided as follows:*

INR 790	Seminar in Research Methods and INR	3 credits
<b>(Two of the following four seminars:)</b>		
INR 538	International Trade and Finance	3 credits
INR 602	Proseminar in International Politics	3 credits
INR 603	Proseminar in American Diplomatic History	3 credits
INR 604	Proseminar in Comparative Politics	3 credits
Three electives courses		9 credits
INR 790	Thesis	6 credits

Students will also be required to take one comprehensive examination in either International Economics, International Politics, American Diplomatic History, or Comparative Politics.

- INR 508 Development of Political Economy (3) I or II (Same as ECO 508)**  
 Evolution of economic doctrines and analysis from biblical and Graeco-Roman origins to modern times, with an emphasis on "orthodox" or mainstream "schools" and developments and critical movements and departures therefrom. **P: ECO 205 or equivalent for Graduate students.**
- INR 509 National Security and Foreign Relations Law (3)**  
 This course considers the constitutional separation of foreign relations and war powers between the executive and legislative branches, domestic legal structures for national security as well as international legal structures for collective security, and new legal responses to enhance homeland security after 9/11. Fairly heavy emphasis is placed on policy development in addition to legal strictures. Special focus is reserved for Americas conduct of the War on Terror and the conflicts with Iraq and North Korea. Class time is dedicated to in-depth exploration of area studies (Middle East, Latin America, Russia) and security flashpoints (Kashmir, Taiwan, Palestine)
- INR 510 The New Institutionalism (3) (Same as PLS 510)**  
 The New Institutionalism is the reigning paradigm of comparative politics. It applies rational choice theories and perspectives to the analysis of differing domestic institutional designs in an effort to determine their impact on political outcomes given the preferences of the relevant political actors in the system. Among the institutions which the course will consider are regime type, committee systems, parliamentary coalitions, bicameralism, vetoes, electoral systems, and constitutional courts.
- INR 518 Comparative Economic Systems (3) (Same as ECO 518)**  
 Analysis of classical models and modern variants of capitalism and socialism in light of the basic problems and principles applicable to all social economies.
- INR 520 Comparative Criminal Procedures (2)**  
 This course will compare criminal procedure processes of the United States and various foreign jurisdictions by examining criminal procedural law arising from statutes, court opinions and other informal sources. Major procedural areas such pretrial detention, interrogation, discovery, exclusionary rules, plea-bargaining, victims rights, trial rights, the role of counsel, and appeals will be considered. By developing these comparisons, the course will familiarize students with diverse procedural approaches and enhance understanding of the assumptions inherent in our own adversarial process.
- INR 528 International Economic Development (3) (Same as ECO 528)**  
 Contemporary theories of economic development and their relationship to the continuing problems of poverty, unemployment, income distribution, population growth, urbanization, and economic growth in the Third World.
- INR 537 International Law (3) (Same as PLS 537)**  
 Contemporary states are creations of international law. Course engages the many controversies over who is subject to this law, who creates and enforces it, and how international law and international politics interact. Didactic and case-study approach, including case briefs and research presentations.
- INR 538 International Economics (3) (Same as ECO 538)**  
 Basic theory of inter-regional and international trade; analysis of the international economy, including the institutions, procedures and policies of world trade and finance.



- INR 542 International Trade Regulation (3)**  
The course will review national, regional and international programs to regulate cross-border trade. After a background review of constitutional and international law principles affecting trade, the primary focus of the course will be on the WTO/GATT system, including the regulation of tariffs and non-tariff barriers to trade, issues of non-discrimination and national treatment, restrictions on subsidies, antidumping rules, and dispute settlement mechanisms. In addition to the WTO-GATT system, the course will examine regional regulatory systems such as the European Union and NAFTA.
- INR 548 Russian Revolutions (3)** (Same as HIS 548)  
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 and Yeltsin.
- INR 552 European Union Law (3)**  
This course introduces the purpose, structure and theory of the European Union since it evolved from inception under the 1956 Treaty of Rome as solely an economic body into the organization it is today with both domestic and international legal and political personality. Significant emphasis is placed on understanding the legal interplay among the principal governing organs: Council of Ministers, Commission, Parliament and the European Court of Justice and the promulgation of laws under this unique system. Constitutional case law is also discussed in the context of the Four Freedoms - free movement of goods, workers, persons and capital within the European Union. Immigration under the Schengen Agreement, unified monetary policy and accession of new member states will also be covered.
- INR 558 International Financial Management (3) I or II** (Same as FIN 558)  
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: FIN 301.**
- INR 562 Foreign Relations of the United States, 1898-1945 (3)** (See HIS 562)  
Course will explore the domestic and international forces that have shaped United States foreign policy in the first half of the twentieth century.
- INR 563 United States in the World Affairs Since 1945 (3)** (See HIS 563)  
This course will explore the domestic and international forces that have shaped American foreign policy in the second half of the twentieth century.
- INR 565 United States and Canada: The Siamese Twins of North America (3)** (Same as HIS 565)  
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 the age of regional trading blocs and continental integration, this course will explore the relationship between the United States and Canada from the colonial period to the present. Emphasis will be on the evolution of military, diplomatic, economic, environmental, and cultural interchanges.
- INR 567 Change and Revolution in the Modern Middle East (3) I** (Same as HIS 567)  
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.
- INR 573 International Business Transactions (3)**  
This course explores the problems faced by American lawyers counseling clients who buy, sell, invest, or otherwise do business abroad. Topics covered are the international sales of goods, including contract negotiation, terms of sale, risk of loss, force majeure, governing law and payment (letters of credit); foreign sales through brokers and distributors; U.S. laws affecting international trade, such as customs classifications/duties, the Foreign Cor-

rupt Practices Act, anti-boycott laws and foreign trade restrictions; international investment through foreign subsidiaries and joint ventures; and dispute resolution, including arbitration alternatives and the enforcement of foreign judgments.

- INR 577 Cuba Under Castro (3)** (Same as HIS 577)  
The roots of the revolution from the earliest days of Cuban independence through the frustrated movement 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.
- INR 579 International Environmental Law (2)**  
This seminar explores the legal adequacy of the international treaty-making process to address increasingly difficult global environmental problems such as climate change, deforestation, transboundary pollution, biodiversity protection, ozone depletion and desertification. Practical applications in negotiation, standard-setting, compliance and enforcement are also considered. Formulation of new law and policy options and creation of fresh approaches to these dilemmas are key components of seminar discussion.
- INR 582 International Criminal Law (2)**  
This course covers America's domestic legal response and the world community's international legal response to international crime. Subjects discussed include individual criminal liability, extradition, immunity, the nature of sovereignty, judicial remedies for breaches of internationally protected human rights and specific international crimes such as crimes against humanity, terrorism, slavery, torture, genocide and war crimes. Ongoing cases in the U.N. tribunals are reviewed and special focus is dedicated to the British detention of Gen. Pinochet in 1999 and the trial in The Hague of Slobodan Milosevic.
- INR 584 International Human Rights (2)**  
The course will begin with a review of how and when the international human rights movement developed, and how it addresses on one hand civil and political rights and on the other economic and social rights. The norms underlying these rights and the processes by which they are protected will be explored, along with how they are affected by differing religious and cultural traditions. Topics will include war and genocide, the impact of globalization and other economic considerations, environmental issues, gender and race. With these as background, the course will examine the institutional mechanisms for protection of human rights, beginning with the post-World War II development of the UN-based system, how it has worked, and how it has influenced behavior in the world. Other international organizations, including regional systems and non-governmental organizations, will be examined. The impact of human rights principles on national law will be analyzed, and current developments will be reviewed.
- INR 593 History of India: The Land of Bharata (3) AY**  
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.
- INR 595 Special Problems in International Relations (1-3)**  
Topics listed under this course are cross-listed in the Department of History, the Department of Finance and Economics, or the Department of Political Science and International Studies and are normally taught at Creighton University's main campus. Graduate students taking the course for credit are expected to present additional work. The course can be repeated for credit.
- INR 602 Proseminar in International Politics (3)**  
The proseminar surveys the primary theoretical literature on international relations. Among the theoretical approaches considered are realism, neo-realism, game theory, complex interdependence, regime theory, and international political economy.
- INR 603 Proseminar in American Diplomatic History (3)** (Same as HIS 603)  
This proseminar will explore the domestic and international forces that have shaped American foreign policy in the second half of the twentieth century, and debate current challenges facing the United States in light of the historical content.



- INR 604 Proseminar on Comparative Politics (3)**  
This proseminar explores core theories and paradigms of comparative politics, the comparative method, and classic works on key issues in comparative politics. Focus topics include statism, state-society relations, institutionalism, political change, political patterns among developing countries, politics of post-industrial states, authoritarianism, totalitarianism, and the recent emergence of democracy. Selected country case studies will also be explored as independent student projects.
- INR 609 National Security and Foreign Relations Law (3)**  
This course considers the constitutional separation of foreign relations and war powers between the executive and legislative branches, domestic legal structures for national security as well as international legal structures for collective security, and new legal responses to enhance homeland security after 9/11. Fairly heavy emphasis is placed on policy development in addition to legal strictures. Special focus is reserved for America's conduct of the War on Terror and the conflicts with Iraq and North Korea. Class time is dedicated to in-depth exploration of area studies (Middle East, Latin America, Russia) and security flashpoints (Kashmir, Taiwan, Palestine).
- INR 610 Studies in the Anthropology of War (3)**  
Explanations of war with which we are most familiar are generally couched in ideological terms as competing and incompatible political or economic philosophies that vie for power. However, these are basically rationalizations for specific wars. The Anthropology of War attempts to look at warfare itself in an attempt to explain and understand the existence of war in human society. War will be examined in terms of a variety of theoretical perspectives. Individual explanations, such as genetic propensity and psychological motives such as territoriality, aggression, or frustration will first be explored. By looking at war, from primitive to modern, we will examine cultural theories such as functionalism, evolutionary, and cultural-ecological models in an attempt to understand why war exists and explain the role of war in various cultures. Finally, we will attempt to apply these cultural models to specific wars.
- INR 611 Seminar on Politics of the Developing World (3)**  
Review of political patterns and issues critical to understanding the developing or former "third world." Cases from all regions, general theories of political development, impact of the West, domestic political economy, ethnic relations and conflict, role of the military, bureaucratic authoritarianism, revolutions and insurgency, patron-clientism, religious movements, economic development, corruption, public administration and democratization.
- INR 613 Studies in European Politics (3)**  
The seminar surveys current policy issues and political patterns and institutions in major European powers and the European Union. The seminar also explores issues that effect further growth and integration of the EU, to include the Maastricht Treaty, expansion of the EC, reintegration of East Central Europe, monetary integration and the customs union, and relations with the US.
- INR 642 Strategic Issues in European Integration (3)**  
The seminar addresses questions about political, economic, and security integration of the European Union and relations between the Union and other international actors. It covers post-Maastricht European unification, NATO and EU enlargement, the WEU, OSCE, EAPC, peacekeeping operations, and European Security and Defense Identity.
- INR 653 The United States in Global Politics (3)**  
The seminar investigates the formal and informal policy making context and processes by which the US discovers and pursues its national interest. It examines the country's unique style and the importance of its heritage in these processes; the roles of the news media, public opinion, and interest groups; and current policy concerns and hot spots.
- INR 683 Seminar on Ethnicity, Nationalism, and Conflict (3)**  
The seminar considers the nature, sources, interrelationships and possible future course of the revolution that has transformed political and social patterns in many of the world's states. Various understandings and theories of ethnic (communal) conflict and violence; the nature and causes of intense nationalism, to include trans-border irredentism movements; and the nature, under-pinnings, and consequences of democratization will be considered.
- INR 690 Special Problems in Comparative Politics (1-3)**  
This is a topics course covering issues related to comparative politics. Among the kinds of topics addressed are African politics, European politics, the European Union, Russia and its neighbors, international development policy, politics and development of the Third World, political change, civil-military relations, and comparative political philosophy. The course can be repeated for credit.
- INR 693 Special Problems in the History of International Relations (1-3) (Same as HIS 693)**  
This is a topics course covering issues related to the history of international politics. Among the kinds of topics addressed are African history, Asian diplomatic history, Chinese foreign policy, Germany, European diplomatic history, modern European history, Russian diplomatic history, the United States and the Middle East, history of the modern Middle East, the United States in global politics, the history of US foreign relations, contemporary issues in Latin America, inter-American relations, and US foreign policy toward China. The course can be repeated for credit.
- INR 695 Special Problems in International Politics (1-3)**  
This is a topics course covering issues related to international politics. Among the kinds of topics addressed are the anthropology of war, international law and organization, international political economy, conflict behavior, national security policy, world order, studies in alliance behavior, and NATO. The course can be repeated for credit.
- INR 702 Advanced Theories in International Relations (3)**  
The seminar considers theories, research agenda, and debates in international relations (IR). Special emphasis is placed on recent topics and issues, to include the end of the Cold War and IR theory, game theory, international institutions, international political economy, the democratic peace, constructivism, and regime theory.
- INR 704 Advanced Theories in Comparative Politics (3)**  
The seminar begins with an overview of the major paradigms in comparative politics and a thorough treatment of methodology. Particular attention is given to new institutionalism and rational choice approaches. The seminar concludes with a consideration of major issues in comparative politics, to include modernization and dependency, democratization, democracy and the market, ethnicity and nationalism, and political economy.
- INR 709 Seminar in International Conflict (3)**  
This seminar asks why and in what forms human societies have engaged in organized violence. It compares and evaluates conflict in political settings, from the level of the family through the global system; surveys theories that emphasize differences among political cultures; and analyzes the importance of political roles as well as how social-economic-political surroundings impel and restrain actors' use of violence. Students survey current literature, add literature reviews, and present their independent research findings.
- INR 725 Seminar in Comparative Economic Systems (3) OD (Same as ECO 725)**  
Critical examination of modern variants of market-type and centrally-planned economies, commencing with a review of the basic problems and principles applicable to all socio-economic systems, and proceeding with a study of models, cases, and selected aspects of the existing forms of socialism and capitalism. Consideration is given to the interplay of the level of economic development with related cultural, technological, and environmental factors in determining the structural, operational, and performance characteristics of politico-economic systems. Deviationist tendencies within the "isms" and the related "Convergence Hypothesis" are viewed in conclusion.
- INR 735 Seminar on Russian Politics (3)**  
After quickly reviewing the Soviet political system on the eve of Perestroika and what went wrong with Gorbachev's reform effort, the seminar focuses on recent themes identified in articles and books on the Russian Federation. These themes include the processes of political, economic, and social transformation occurring in the Russian Federation and evolving Russian foreign policy.
- INR 741 Managerial Economics (3) (Same as MBA 741)**  
Analysis of economic information and techniques necessary and useful in business decision-making, including adaptations of economic concepts, principles, and research methods to the requirements of business managers.

- INR 759 Seminar in Applied Economics (1-3)** (Same as MBA 759)  
Application of economic theory and analysis to selected problems and issues of local, regional, national and international concerns as these relate to business activity and the making of administrative decisions. The seminar can be repeated for credit with the prior approval of the program director.
- INR 770 International Business Operations (3)** (Same as MBA 770)  
International Business Operations is designed to give the student an overview of the international business environment. This course emphasizes both cultural and operational aspects of international business and includes discussion of current international business topics that are significant to world economies. Current events are integrated with international business theory to give an appreciation for the complexities involved in the management of business operations across national boundaries.
- INR 779 Seminar in International Economics (3) OD** (Same as ECO 779)  
Directed individual research and reports on approved topics in advanced theory, problems, and policies in international trade and finance.
- INR 790 Seminar in International Relations Research Methods (3)**  
This is a required seminar focusing on strategies for writing research papers. Among the topics covered are the mechanics of research, the formulation of a research question, appropriate research designs, data selection, and qualitative and quantitative analysis.
- INR 792 Internship (1-3)**  
In certain circumstances credit can be given for students engaged in an internship involving substantial contact with subjects related to international relations in business, IGOs, NGOs, or other political institutions. A major paper is normally required. Internships must be approved in advance by the program director. No more than three credit hours will be awarded for work related to an internship.
- INR 793 Directed Independent Readings (1-3)**  
Students may arrange with an instructor to engage in a series of readings related to a specific topic. The topic must be approved in advance by the program director. This course is repeatable up to 6 credits.
- INR 795 Directed Independent Study (3)**  
Students preparing for comprehensive exams may arrange with an instructor to survey the relevant literature. This course is repeatable up to 6 credits.
- INR 797 Directed Independent Research (1-3)**  
Students may agree to engage in a research project with an instructor. Up to three credit hours may be awarded for contributing to any phase of a research project. Credit must be approved in advance by the program director. Students writing their own research paper should choose INR 798. This course can be repeated up to 3 credits.
- INR 798 Research Paper (1-3)**  
Students engaging in original research resulting in a publication-quality article can be awarded up to three credit hours. Credit must be approved in advance by the program director. This course is repeatable up to 9 credits.
- INR 799 Thesis (6)**  
For students pursuing the thesis option. The thesis advisor and topic must be approved in advance by the program director.

## RESEARCH DESIGN AND ANALYSIS (RDA)

Program Director: Terry D. Clark

Program Office: Creighton Hall-Administration Building, Room 426A

### GRADUATE STUDY IN RESEARCH DESIGN AND ANALYSIS

#### Program Goals

In addition to the INR program goals, graduates of the track in research design and analysis (RDA) will be able to engage in original research by marrying appropriate analytical tools and methods to real world data in order to answer global and security-related questions.

#### Faculty

Professors: T. Clark, S. Crawford, E. Goss, J. Mordeson, J. Wunsch;  
Associate Professors: J. Ault, G. Ramsden, M. Wierman, R. Witmer;  
Assistant Professors: K. Briggs, J. Deskins, E. Moreno.

#### Admission Requirements

Applicants must have a baccalaureate degree from an accredited college or university, evidence of high scholastic achievement at the undergraduate level, and satisfactory Graduate Record Examination (GRE) scores. It is additionally recommended, but not required, that applicants have taken a course in statistics.

The Graduate School requires all students from countries in which English is not the native language to demonstrate competence in English by a score of 550 in the TOEFL (Test of English as a Foreign Language) examination or 80 on the Internet-based Test (iBT) at the graduate level.

#### Master of Arts (M.A.) with a Major in International Relations, Research Design and Analysis Track

Graduates of the track in research design and analysis (RDA) will be able to engage in original research by marrying appropriate analytical tools and methods to real world data in order to answer global and security-related questions.

##### General Core Courses (completion of both of the following)

RDA 790	Seminar in International Relations Research Methods	3 credits
RDA 550	Seminar on Research Questions	3 credits

##### Skills Courses (completion of all of the following)

RDA 520	Math Fundamentals	3 credits
RDA 525	Computer Applications	3 credits
RDA 530	Advanced Statistics	3 credits
RDA 535	Games and Models	3 credits

##### Practicum (Two courses from the following:)

RDA 590	Research Colloquium	3 credits
RDA 792	Internship	3 credits
RDA 793	Directed Independent Readings	3 credits
RDA 795	Directed Independent Study	3 credits
RDA 797	Directed Independent Research	3 credits
RDA 798	Research Paper	3 credits

##### Research Presentation

(completion of the following, which must result in a paper presented at a conference)

RDA 798	Research Paper	3 credits
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##### Thesis

Completion of six hours of thesis work. Work is chaired by a three-person committee.		
RDA 799	Thesis	6 credits

- RDA 520 Math Fundamentals (3)**  
Math Fundamentals for the Social Sciences is designed to provide a systematic study of the basic concepts in mathematics. This is a required course for students in the track in Research Design and Analysis (RDA) within the graduate program in international relations (INR). The goal of the course is to develop theoretical mathematical skills to prepare students for research in quantitative problem solving.
- RDA 525 Computer Applications (3)**  
Computer Applications is an introduction to cutting edge, open source technologies used by researchers all over the world. It gives students the technical skills to process data, visualize data, and produce complex, yet elegant, research papers and analytical reports.
- RDA 535 Games and Models (3)**  
The seminar builds on students' understanding of research design. Students consider how to use game theory and formal mathematical approaches to model theories, derive hypotheses from these models, and propose appropriate tests of the hypotheses.
- RDA 550 Seminar on Research Questions (3)**  
RDA 550, Seminar on Research Questions, is a graduate-level introduction to research programs. Its main goal is to demonstrate how one constructs and pursues a research agenda. The course focuses on the research agenda of the instructor and proceeds on two tracks simultaneously. On the one hand, students will immerse themselves in a substantive issue at the heart of the instructor's current research agenda. On the other, students will closely consider how the research agenda originally emerged and is currently being constructed..
- RDA 590 Research Colloquium (3)**  
Students study the development and current status of an active scholar's research agenda. The faculty member and students work toward further defining the agenda, and students are given an opportunity to engage it under the active supervision of the faculty member.
- RDA 595 Special Problems in International Relations (1-3)**  
Topics listed under this course are cross-listed in the Department of History, the Department of Finance and Economics, or the Department of Political Science and International Studies and are normally taught at Creighton University's main campus. Graduate students taking the course for credit are expected to present additional work. The course can be repeated for credit.
- RDA 790 Seminar in International Relations Research Methods (3)**  
This is a required seminar focusing on strategies for writing research papers. Among the topics covered are the mechanics of research, the formulation of a research question, appropriate research designs, data selection, and qualitative and quantitative analysis.
- RDA 792 Internship (3)**  
In certain circumstances credit can be given for students engaged in an internship involving substantial contact with subjects related to international relations in business, IGOs, NGOs, or other political institutions. A major paper is normally required. Internships must be approved in advance by the program director. No more than three credit hours will be awarded for work related to an internship.
- RDA 793 Directed Independent Readings (3)**  
Students may arrange with an instructor to engage in a series of readings related to a specific topic. The topic must be approved in advance by the program director. This course is repeatable up to 6 credits.
- RDA 795 Directed Independent Study (3)**  
Students preparing for comprehensive exams may arrange with an instructor to survey the relevant literature. This course is repeatable up to 6 credits.
- RDA 797 Directed Independent Research (3)**  
Students may agree to engage in a research project with an instructor. Up to three credit hours may be awarded for contributing to any phase of a research project. Credit must be approved in advance by the program director. Students writing their own research paper should choose INR 798. This course is repeatable for up to 9 credit hours.

- RDA 798 Research Paper (3)**  
Students engaging in original research resulting in a publication-quality article can be awarded up to three credit hours. Credit must be approved in advance by the program director. This course is repeatable up to 9 credits.
- RDA 799 Thesis (6)**  
Required of all RDA students. The thesis advisor and topic must be approved in advance by the program director.





## LIBERAL STUDIES (MLS)

Program Director: Richard J. White  
Program Office: Humanities Center, Room 110

### GRADUATE STUDY IN LIBERAL STUDIES

Creighton's Master of Arts in Liberal Studies (MALS) differs dramatically from other graduate programs. Its cross-disciplinary emphasis frees students from the requirements of a particular profession or discipline. The MALS Program at Creighton encourages an individual student to work with the faculty to plan and carry out a program of study based on the student's life goals, objectives, and interests. At the same time, the MALS Program is committed to building and supporting a community of learners. In addition to MALS courses, all other graduate courses at Creighton are open to MALS students.

The central theme of Creighton's MALS Program is "Understanding the World." This theme is an important point of orientation in every discussion of every MALS course.

Courses in the MALS Program are distinguished by an emphasis on intensive faculty-student and student-student work, practice in traditional and unconventional modes of scholarship, and direct experience with the elements of the course. The interdisciplinary approach, a fundamental principle of the MALS Program, affords students a rare opportunity to work with distinguished Creighton professors from various academic fields.

### Program Goals

1. Students will have a good grounding in the Humanities broadly conceived. They will have an integrated knowledge and understanding of different Humanities perspectives and approaches.
2. Students will be capable of intelligent and well-argued analyses of specific themes and problems in the Humanities field. They will be able to formulate and investigate a particular issue of their own in some depth.
3. Students will experience the relationship of the humanities to broader questions of value (including morality and faith). They will reflectively integrate what they learn into the practice of their own lives. They will work with faculty and fellow students to create a community of learners.

### Faculty

Professors: T. Burk (Biology), N. Chiwengo (English), R. Feezell (Philosophy), L. Greenspoon (Klutznick Chair), J. Mueller (Theology), J. Murray (Philosophy), R. Whipple (English), R. White (Philosophy).

Associate Professors: R. Bergman (Sociology), J. Carlson (Classics) F. Fajardo-Acosta (English), H. Grandbois (Social Work), J. Schuler (Philosophy), J. Welie (Center for Health Policy and Ethics);

Assistant Professors: M. Jiang, (Political Science), K. Rettig (English).

### Admission Requirements

Three letters of recommendation, along with all undergraduate (and graduate, if applicable) transcripts are required. Non-degree-seeking students may enroll with "special student" status. The Graduate Record Examination (GRE) is not required.

## Master of Arts with a Major in Liberal Studies

**I. Foundational Seminar** **MLS 601 Understanding the World** 3 credits  
This seminar explores some of the ways humans approach meaning for themselves and understand the world in which they live. Seminar participants explore meaning within intuitive, rational, and empirical perspectives.

**II. Elective Courses** 27 credits  
A range of elective courses enables MALS students to achieve a rich interdisciplinary education. MALS students must complete nine elective graduate courses taken from a broad spectrum of disciplines, including art history, classics, history, world literature, natural sciences, philosophy, political science, psychology, sociology, religion and theology. Of the nine elective courses (27 credits), at least four must be MLS courses. The balance of this requirement may be fulfilled with courses selected in consultation with a MALS advisor from other graduate courses offered at Creighton University. Students may include up to 6 credits of work from a combination of approved graduate work at another university or 500-level course work at Creighton.

**III. Directed Independent Research** 3 credits  
MALS students will demonstrate proficiency in a directed independent research project on a topic to be selected by the student in consultation with a faculty advisor. A student will register for and begin the directed independent research after the completion of 30 credit hours in the MALS program. The project will culminate in a written report and evaluation of the research. Following the completion of their research, students will either advance to the Final Project or take the final Capstone Course

**IV. Final Project or Capstone Course** 3 credits  
**Final Project** - Following completion of all coursework, MALS students will undertake a final project. This project, which should build upon the Directed Independent Research, provides students with an opportunity to apply the knowledge and skills gained through the Program to an independent activity of the student's design. The Final Project may take the form of academic research, applied research, or creative work. In all cases, a written analysis is necessary to fulfill the degree requirements. A final interview with a faculty committee, consisting of the Program Director and two faculty members, will conclude the project and the MALS Program.

**Capstone Course** - Instead of completing the Final Project students may elect to take the final capstone course in which they will be responsible for organizing sessions in conjunction with the faculty instructor and presenting the results of their research.

*The following is a representative list of courses which have been taught in the MALS program over the past few years. New classes are frequently added.*

- MLS 601 Understanding the World (3)**  
This seminar will explore some of the many ways humans approach meaning for themselves and understand the world in which they live. Seminar participants will explore meaning within intuitive, rational and empirical perspectives.
- MLS 608 Visual Arts in the 20th Century (3)**  
This course will examine the historical, social and intellectual contexts of the many 20th century art movements including Modernism from abstraction to Pop Art, Post-Modernism, and recent trends. **P: Gr. stdg.**
- MLS 610 Is the Christian Life Heroic? (3)**  
From Gibbon through Nietzsche, an influential modern tradition of thought has interpreted Christian morality as an unfortunate devolution from the excellencies of the singular hero of antiquity to the mediocrity and complacency of the many faithful. The goal of this course is to understand the force of this criticism and to formulate a response by asking in what sense the Christian life might be heroic. Readings include exposure to accounts of heroic virtue in antiquity, articulations of Christian heroism in early Christianity, medieval and early modern literary attempts to Christian expression to classical themes of martial virtue, and modern treatments of the heroism of discipleship.



- MLS 615 Imagining the World: The Human Imagination in Theory and Practice (3)**  
This course will explore the human imagination from both the theoretical and practical perspectives. On the one hand, it will consider theories of the imagination from a variety of disciplines (theology, philosophy, the arts, psychology). On the other hand, it will include the study and introductory practice of disciplines designed to hone imaginative capability (prayer, meditation, artistic disciplines, reading, physical disciplines). Students and instructor will reflect together upon questions that emerge from this study, e.g. the role of imagination in personal and public life, the honing of the imagination as an essential discipline of peacemaking, the imaginary life and pedagogical practice, learning to imagine “correctly” as a dimension of socialization.
- MLS 616 Evolution and Creation: Darwinism and its Opponents (3)**  
An examination of the basic features of modern evolutionary biology, along with recent challenges to Darwinism from outside the mainstream community. Current understanding of the mechanisms and evidence for evolution is presented and the history of the anti-evolution social movement and the motivations underlying it are surveyed.
- MLS 618 Apocalypse and the End of the World (3)**  
Apocalypses and visions of the end of the world arise from a clash between cultural values and social realities. They are an attempt to construct a meaningful world in the midst of chaos. This course will explore the social environment of apocalypses and apocalyptic movements, both ancient and modern; the cultural values embedded in these visions will be highlighted; and the value of apocalypses for world-construction will be examined.
- MLS 620 The West of the Imagination (3)**  
A multi-disciplinary investigation of the American West and its impact on the American consciousness studied through geography, politics, history, art, architecture, music, film, literature and theater. The course will consider such topics as the idea of the frontier, Native Americans, economics and politics, and the persistence of the myth of the west in modern America.
- MLS 622 Issues in Public Policy (3)**  
This course examines issues associated with the creation and implementation of public policy. Students will research a public policy in their own work area (e.g. environment, education, law, medicine, social welfare). They will examine assumptions of the knowledge base used in the creation of the policy and the justice concerns the policy attempts to resolve.
- MLS 624 Contemporary Ireland (3)**  
Literary, historical and artistic perspectives on contemporary Ireland.
- MLS 625 The Changing American Family (3)**  
Families and households are rapidly changing in America in relation to changes in other institutions (the economy, the state, educational systems). Evidence is accumulating that many changes are dysfunctional. This course will consider the question: Can families be adapted, reconsidered, or reconstituted to make them better structure for habitation, support, social accounting, and the positive socialization of children?
- MLS 627 Love and Sexuality (3)**  
What is love? What is the relationship between love and beauty? Is love only the sublimation of sexuality? And how is romantic love related to friendship or the mystic’s love of God? This course will examine love and sex from a variety of different perspectives, using philosophy, literature, psychology and films to make sense of these basic human experiences.
- MLS 628 The Two Sexes (3)**  
On gender construction in contemporary culture.
- MLS 630 The Moral Animal (3)**  
Since Charles Darwin, evolutionary biologists have pondered the extent to which human behavior reflects our evolutionary ancestry. This topic has currently been actively revived under the titles of ‘human sociobiology’ and ‘evolutionary psychology.’ This course would examine the writings of the human sociobiologists, evolutionary psychologists, and their critics, to evaluate whether such a thing as an evolved ‘human nature’ exists, and if so whether it provides only a very general framework for understanding broad patterns in the behavior of modern people or whether it can go beyond that to provide a more detailed understanding of humans’ everyday actions.

- MLS 631 Rejected Communities: Writing Our Way Out (3)**  
This class examines the situation of those who are excluded in various ways from the mainstream community -- in prisons and nursing homes and within public schools. Through literature, theatre and film, readings in criminal justice and social work, we consider whether we should replace or better support the institutions created to take care of these minority groups.
- MLS 633 The Civil War and American Culture (3)**  
Using the works of authors including Ralph Waldo Emerson, Frederick Douglass, Theodore Dreiser, William Dean Howells, Charles Chesnut, Henry Adams, Henry James and others in the context of American literary conventions of writing and reading, this course traces pre- and post-war tensions in the United States which are represented and re-presented through the implicit and explicit literary dialogue contained in the course texts.
- MLS 636 Modern Times (3)**  
This course will examine the ideas which have been most central in shaping the modern western world, including liberalism, capitalism and individuality, positivism, secularism and the discourse of human rights.
- MLS 637 Fable Literature (3)**  
An intense, comparative and imaginative experience of one of the Western world’s most stimulating literary forms, the fable.
- MLS 638 Philosophy and Literature (3)**  
This course will examine select writings in literature and philosophy in the Western tradition, primarily from the 19th and 20th centuries. The goal is to illustrate the possibilities for interrelating values, modes of perception and learning which are represented in these traditions.
- MLS 639 Biomedical Science and the History of the Human Body (2-3)**  
This course examines the various ways in which our understanding of the human body and our bodily experience have changed as a result of (bio)medical developments. Topics include: Anatomy in the arts; man as a machine; cosmetic surgery and racism; human tissues as marketable commodities; life-extending technologies and death.
- MLS 642 Nature and Morality (3)**  
Reflections on nature as significant for morality began in ancient times and has continued to the present day—especially in the moral teaching of the Catholic Church. This course will study both classical sources (especially St. Thomas Aquinas, and current issues and applications, as these are discussed Pope John Paul II and a range of philosophers and theologians.
- MLS 647 Reflections on Commercial Life (3)**  
We live in a society so deeply commercial that we take commercial forms for granted, much as we do grammatical forms: we live through them rather than reflecting on them. This course will consider how markets, money, private property, capital, and wage labor all shape our world. A variety of acute commentators on commercial societies (e.g., Plato, Aristotle, Aquinas, Locke, Smith, Hegel, Marx, Veblen, and Weber) will be studied with an eye toward their relevance for contemporary commercial life.
- MLS 650 The 1960’s in American Theatre (3)**  
Why do the 1960’s continue to conjure up such vivid images and emotions for us? How is this decade portrayed on stage and film? This course will look at the theatre of the 1960’s, and the impact of the cultural revolution of that period on the theatre today. We will look at the work of such playwrights as Albee, Crowley, Patrick, Rabe, and Wilson and their interpretation of this turbulent time period.
- MLS 651 On Being Native Americans (3)**  
This course examines indigenous nations and peoples from historical, social, cultural, philosophical, economic and political perspectives.
- MLS 653 Expressionism and the American Theatre (3)**  
This course will study the influences of European ideas and techniques on American theatre in the 1930’s and 40’s. With a special look at German Expressionism, we will see influences on American playwrights such as O’Neill, Rice, Williams, and on scenic designers such as Bel Geddes, Jones, and Mielziner.

- MLS 659 Culture, Literacy and Technology (3)**  
The impact of new technologies on orality and literacy.
- MLS 660 Cities and America (3)**  
This seminar will study the development of American cities and their political, social, economic and cultural institutions. The city of Omaha will be used as our “laboratory.”
- MLS 662 Omaha: History by Design (3)**  
A study of the architectural history of Omaha and what it can tell us about the peoples and institutions of the metropolitan area, their past, present and probable future.
- MLS 664 Can Virtue Be Taught? (3)**  
Can virtue be taught? is one of the oldest questions in Western philosophy and still one of the most urgent for citizens of a democracy. This course will examine the classic texts in the philosophy and psychology of moral education from the ancients (Plato and Aristotle) through the moderns (Durkheim, Piaget, and Dewey) to our contemporaries (Freire, Kohlberg, Noddings, and Lickona).
- MLS 665 Theological Virtue Ethics (3) (Same as THL 665)**  
In recent decades, virtue ethics has made a comeback. This seminar will give a close reading to the principal source of Christian virtue ethics, Thomas Aquinas's *Treatise on the Virtues*. We will then examine a contemporary Ignatian appropriation of virtue for a Christocentric ethics for the real world today.
- MLS 666 Multiculturalism: Theory and Practice (3)**  
In this course we will use literature, philosophical works and films to consider the challenge of multiculturalism in contemporary life.
- MLS 668 Foundational Texts in Christian Mysticism (3)**  
Introduction to a wide variety of primary texts in medieval mysticism including works of Teresa of Avila, early Franciscan sources, and Ignatius of Loyola. Students are guided through texts and challenged to apply these texts to practical ministerial experiences.
- MLS 669 Thinking About Sport (3)**  
An examination of the nature of sport, play, and game, aesthetics and sport, and selected ethical and social issues; sportsmanship, cheating, the value of competition, performance-enhancing drugs, gender issues, heroism, nationalism, and value of sport in society.
- MLS 670 The Civil Rights Movement: Perspectives from History, Law, and Politics (3)**  
The civil rights movement has faded into history, and a whole generation of Americans can no longer remember what was one of the defining periods of American Public life. This course attempts to recapture and preserve the story of the ‘civil rights period,’ using biographies, narratives, law cases, and documentary films to help recall where we have been so that we can understand where we are.
- MLS 672 Text and Context: A Study of the Bible in Transmission and in Translation (3)**  
The Bible, both Old Testament (or Hebrew Bible) and New Testament, has been transmitted (that is, copied in original languages) and translated (into other languages) more than any other document from antiquity. This course will focus on the social, political, historical, religious, even technological circumstances in which this activity has been conducted for more than two millennia, exploring how the texts reflect both the contexts of the copyists and translators own society and their understanding of the sacred texts with which they worked.
- MLS 673 Art and Society in the Renaissance (3)**  
A study of literature and art of the Renaissance in the context of intellectual, historical, and cultural developments in England and Europe. The course highlights authors like Desiderius Erasmus, Niccolo Machiavelli, Sir Thomas More, William Shakespeare, and Miguel de Cervantes; painters like Leonardo da Vinci, Raphael, Michelangelo, Hans Holbein the Younger, and Nicolas Poussin; and the methods of New Historicism, Cultural Materialism, and Cultural Studies.
- MLS 674 The Virtues (3)**  
An examination of the traditional virtues -- including courage, compassion, wisdom and justice -- from a variety of historical, literary and philosophical perspectives. We shall ask, What are virtues? How have they developed or changed over time? And, What if anything do they have to do with living in the modern world?
- MLS 675 Economics in Literature (3)**  
This course features the study of the relations between literature and economics in the context of the representation of economic phenomena in selected literary works. It will seek to establish the idea that literary texts often offer important normative and prescriptive judgments connected to economic theory and practice.
- MLS 676 Literature, Art and the Natural Environment (3)**  
This course will provide a historical and critical overview of the variety of ways in which humans have both represented and responded to the natural environment, whether it be through poetry, painting, music or film. The course will also examine the way in which scientific knowledge and different ethical and theological positions toward the environment inform both the artist’s expression and the audience’s reception. We will begin by examining several ancient creation myths, survey the shifts in attitude (particularly in the West) through the Renaissance and Enlightenment, and spend a large portion of the semester on modern art and the current environmental crisis. We will also examine to what extent race, gender and class affect the interaction between persons and nature as it is depicted in different artistic media. Students will be asked to prepare weekly informal written responses to readings, to do three short class presentations, and to conduct a major research project.
- MLS 679 Asian Thought (3)**  
This interdisciplinary course focuses on the interaction between modernity and tradition in Asia. Its aim is to familiarize students with the cross-fertilization of the humanities, social sciences and religion, as well as patterns of conflict resolution in this important region.
- MLS 680 Development and Change in the Third World (3)**  
In the post-colonial era, some one hundred states became independent and struggled with problems of state building, nation building, and economic development. What strategies have they pursued, and with what results? What are the major themes which purport to explain their relative performance? What are the obstacles facing “nation-building”? What are the strengths and weaknesses of these states in their developmental, administrative, and nation-building roles? What has been the role played by the international organizations such as the multi-national corporation, the World Bank, U.S. Foreign Aid, etc.? This course will consider these issues along with selected state case studies.
- MLS 683 Ethnic Conflict, Nationalism, and Democracy (3)**  
Throughout the world, ethnicity and nationalism seem to have become perhaps the paramount political forces. In Africa, in Central Europe, in India, in the former Soviet Union, these forces have brought many people to (or near to) civil war or inter-state war. Simultaneously, the past 20 years have witnessed a vast expansion of democracy. What accounts for these parallel and explosive forces? Are they related? How can they be managed? What might lie ahead? This course will explore recent history and major authors on these issues.
- MLS 795 Directed Independent Research (3)**  
Research in preparation for the final program project.
- MLS 797 Directed Independent Study (1-3)**  
Intensive research in an area approved by the department and under the direction of a faculty member.
- MLS 798 Capstone Seminar (3)**  
A final class in which students are responsible for organizing sessions in conjunction with the faculty instructor and presenting the results of their research.
- MLS 799 Final Program Project (3)**  
The presentation of academic or applied research to conclude the MALS program.

## MASTER OF ARTS IN MINISTRY (MAM)

Program Director: Eileen C. Burke-Sullivan  
Program Office: Humanities Center, Room 134

### GRADUATE STUDY IN MINISTRY

This is a 46 credit professional, ecclesial ministry formation program which incorporates graduate Christian theology, human and personal development, spiritual formation and applied ministerial skills through an accelerated online and on-campus hybrid methodology.

The program is especially attentive to Creighton University's mission to offer formation in the Ignatian tradition according to the charisms of care of the individual (*cura personalis*), striving for the greater good (*magis*), the service of faith and promotion of justice (*diaconia*), leadership, and contemplation in and through action.

The program remains primarily organized to address the formation of lay men and women for professional ministry in the Catholic Church (including but not limited to parish, diocese, campus ministry, hospital, military or prison chaplaincy etc.). The program is also organized to deepen the formation of ordained deacons and deacon candidates in the Catholic Church. Candidates for professional ministry within other Christian denominations are also welcome.

#### Program Components

- Thirty-eight (38) Credits of accelerated Theology courses are offered throughout the year in 8-week, on-line units
- Four (4) Credits of Professional and Personal Development Courses are taken on campus in one week blocks
- Four (4) Credits of Internship are taken in 1, 2, 3, or 4 credit blocks to achieve four credits total. Internship units may be taken after at least 12 credits of Theology are completed and must be completed before or concurrent to the synthesis course. Internships are tailored to student interest and professional plans at a site or sites chosen by the student and approved by the director. All units are supervised by a mentor recommended by the student and appointed by the director.

Personal Formation Requirements include ten or more days committed to personally directed spiritual retreat(s). On-going spiritual direction with a program approved spiritual director and an on-going ministerial mentoring relationship with a program approved mentor are also required and developed with program supervision.

#### Program Goals

The Master of Arts in Ministry program intends that each student accomplish the following objectives:

1. Students will analyze and apply the Roman Catholic approach to revelation as embodied in Scripture and Tradition.
2. They will be able to distinguish among, and synthesize, the core concepts of the specialties of Fundamental, Systematic, Liturgical, Moral, and Spiritual theologies, and be prepared to make pastoral application of each.
3. Students will display personal and spiritual maturity; verifying in their words and behavior that baptism is the source of a ministerial call; promoting evangelization, faith formation and pastoral care with cultural sensitivity.
4. Students will practice the necessary skills (planning, communication, decision-making and conflict resolution) for leadership and team collaboration in contemporary ecclesial structures.
5. They will model the spirit of discipleship of Jesus Christ identified in the New Testament.
6. Students model their service upon the leadership style of Jesus Christ, manifesting core Gospel values of mercy, justice, integrity and compassion.
7. Students will practice balancing ministerial demands with personal and familial commitments.
8. They will verify by their relationship with the Church that the Christian ministerial call comes from the needs of the ecclesial community and is practiced within the diverse cultural contexts of its members.

### Faculty

Professors: M. Hamm, W. Harmless, R. Hauser, J. O'Keefe, T. Salzman, R. Simkins, W. Wright;  
Associate Professors: E. Burke-Sullivan, N. Roddy;  
Assistant Professors: R. Miller.

### Admission Requirements

A bachelor's degree from an accredited institution with any academic major  
3.00 - Grade Point Average

Nine credits of recent undergraduate Theology - taken no earlier than 1995.

Completed Graduate School Application

Four recommendation letters: one of which must be from a pastor, judicatory director (bishop etc.) or employer who can speak about your aptitude for ministry. One recommendation must be from a spiritual leader who can speak about your life of faith. Submit all recommendation letters to the Graduate Dean's office.

**NOTE:** Conditional acceptance is initially granted based on evidence of aptitude for graduate ministerial study and ministerial practice. Full acceptance into candidacy for ministry is granted upon satisfactory completion of MAM 676, Theology and Catechesis and MAM 675, Orientation to Study and Ministry. Satisfactory completion is a grade of "B" or better. Assessment in both courses is based on academic competence, demonstrated aptitude for ministry and a ministerial attitude or disposition.

### Master of Arts (M.A.) with a Major in Ministry: 46 credits

The following courses or content equivalent courses are required to complete this degree:

MAM 610	Introduction to the Old Testament	3 credits
MAM 620	Introduction to New Testament	3 credits
MAM 630	Christology	3 credits
MAM 640	Ecclesiology: Theology of Church and Ministry	3 credits
MAM 650	Moral Theology and Decision Making	3 credits
MAM 660	Worship, Liturgy and Sacrament	3 credits
MAM 675	Orientation to study and Ministry	1 credit
MAM 676	Theology and Catechesis	3 credits
MAM 677	Human Development and Spiritual Development of the Minister	1 credit
MAM 678	Introduction to Psychological Issues for Ministry	1 credit
MAM 679	Lay Spiritual Movements	1 credit
MAM 680	Ministerial Ethics and Leadership	3 credits
MAM 761	Historical Development of Fundamental Doctrine	3 credits
MAM 769	Historical Spiritualities in the Christian Tradition	3 credits
MAM 770	Catholic Identity and Ecumenism	3 credits
MAM 772	Canon Law, Catholic Identity and Ecumenism	3 credits
MAM 780	Christian Prayer and Spirituality	3 credits
MAM 792	Internship	4 credits
MAM 799	Synthesis in Lay Ecclesial Ministry	2 credits

Courses in both the Christian Spirituality (CSP) and Master of Arts (M.A.) in Theology programs that are taught on campus may be taken in fulfillment of MAM requirements for students who are resident or can come to campus for class meetings, as long as the course content is largely interchangeable with the MAM course it is replacing. Permission of the program directors of MAM and either of the other programs is necessary for this substitution to be acceptable.

Since the MAM program does not have "electives" per se, it is necessary that transferred credit from other accredited graduate courses have essentially equivalent content to fulfill MAM requirements. Determination of actual equivalency will be the responsibility of the MAM program director. Students may apply for up to six hours of transfer graduate credit, but must provide the syllabus for the course from which credits are being requested.

- MAM 610 Introduction to the Old Testament (3)**  
Introduction to the primary themes and basic concepts of prophetic and wisdom literature. Emphasis on the role and use of Scripture to transform lives and to nourish and challenge parish communities.
- MAM 620 Introduction to New Testament (3)**  
Introduction to the primary themes and concepts of the Gospels and the Pauline epistles. Emphasis on the role and use of Scripture to transform lives and to nourish and challenge parish communities.
- MAM 630 Christology (3)**  
Study the mission and purpose of Jesus Christ as understood throughout the tradition of the Church. Familiarity with key concepts of Christian theological anthropology. Emphasis on the application of the life of Jesus Christ to one's individual, communal, and socio-political worlds.
- MAM 640 Ecclesiology: Theology of Church and Ministry (3)**  
Study of the development of the Church from the New Testament through Vatican II and today. Emphasis on the role of the Holy Spirit, ongoing ecclesial developments, the relation of lay and ordained ministry, and new understandings of church that encompass family, parish and society.
- MAM 650 Moral Theology and Decision Making (3)**  
Study of the scriptural, theological, rational, and experiential foundations and principles for Catholic moral teaching. Emphasis on Catholic social thought and the application of Catholic moral principles to one's individual, communal, and socio-political worlds.
- MAM 660 Worship, Liturgy and Sacrament (3)**  
Study of the history and development of the sacramental life of the Church as evidenced in its worship and liturgy. Emphasis on the role, process, and importance of the sacramental life for the health of parish ministry.
- MAM 675 Orientation to Study and Ministry (1)**  
Introduction to the demands of graduate study and ministry formation: includes opportunities for students to explore the motivations for pursuing ministry study, develop good study and research skills, and integrate graduate work with home and job responsibilities. Course includes an extended personal interview with the program director.
- MAM 676 Theology and Catechesis (3)**  
A close examination of the processes of Catechesis and Theology, the course aims to develop comprehension of the scope and purpose of these two modes of reflection and witness of the Christian Faith while enabling ministry students to recognize both their interrelationship and differences as disciplines of learning and formation.
- MAM 677 Personal Human and Spiritual Development of the Minister (1)**  
An opportunity to investigate the stages of psychological and spiritual growth as one develops toward ministry and then functions within ecclesial ministry structures. Self examination and reflection will be centerpieces of the course which will require students to complete and reflect upon a ministerial aptitude inventory.
- MAM 678 Introduction to Psychological Issues in Ministry (1)**  
Course includes a study of personal and familial issues that demand ministerial care with special attention to family patterns, incarnational spirituality, sexuality and gender in human development. Power roles in society and Church, and problems of addiction, depression and suicide in the minister's culture will also be addressed.
- MAM 679 Lay Spiritual Movements (1)**  
A study of some of the contemporary movements that are achieving great success in Christian communities: Basic Christian communities such as CLC and Renew, Marriage Encounter, Cursillo, Third Order, Oblate and Associate groups. What do these groups offer the people of the parish, and what do they offer a minister?
- MAM 680 Ministerial Ethics and Leadership Skills (3)**  
Study of the principles and practice of ethics in relationship to ministry and ministry roles. Course will also uncover the Character of Christian Leadership and examine group discernment skills as a tool for implementing Christian decision making.

- MAM 761 Historical Development of Fundamental Doctrine (3)**  
Study of some of the Fundamental Christian doctrines- including the meaning and function of faith, One Trinitarian God, Christian Anthropology, and Pneumatology - within the historical context of their development and within the complementarity of revelation and reason.
- MAM 769 Historical Spiritualities in the Christian Tradition (1-3)**  
Study of four of the major spiritual "voices" within the Christian Tradition: The course will focus on the historical context of their development, the changes that each tradition has embodied, their influence on lay spiritual development and their continued contribution to living a Gospel spirituality in the 21st Century.
- MAM 772 Canon Law, Catholic Identity and Ecumenism (3)**  
Study of Catholic beliefs, values and traditions including various styles and forms of Catholic life and worship. Emphasis on how to interact and appreciate religious beliefs and values shared by different faith communities.
- MAM 780 Christian Prayer and Spirituality (3)**  
Study of the major traditions and movements in the history of Christian spirituality. Emphasis on an appreciation of one's call to ministry and Gospel living in all dimensions of life.
- MAM 792 Internship (1-4)**  
Immersion in the context of ministry which allows one to witness to Gospel values, articulate one's call to ministry. Emphasis upon identifying, calling forth, affirming and supporting one's gifts and talents within the parish community and society.
- MAM 799 Synthesis in Lay Ecclesial Ministry (2)**  
Understanding and application of key concepts of pastoral ministry including appropriate pastoral strategies and pastoral planning. Emphasis upon framing one's internship experience and the knowledge gleaned from previous coursework in a synthetic manner. The work of this course fulfills the Graduate School requirement of a comprehensive examination project.

## *MEDICAL MICROBIOLOGY AND IMMUNOLOGY(MIC)*

Program Director: Philip D. Lister  
Program Office: Criss II, Room 514B

### *GRADUATE STUDY IN MEDICAL MICROBIOLOGY AND IMMUNOLOGY*

Within the context of Creighton as a Jesuit, Catholic University, the Graduate School provides value-centered education for students to develop mastery of their chosen field of study. The Medical Microbiology and Immunology programs offer an environment ideal for fostering critical judgment, scholarly initiative, and disciplined inquiry.

#### *Program Goals*

At the completion of this graduate program in Medical Microbiology & Immunology, students will:

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

These five objectives provide a general framework for the development of graduate students as critical and analytical thinkers in their fields of study. Presented below are more specific objectives for the Ph.D. and M.S. programs.



## Faculty

**Primary Faculty:** Professors: R. Goering, N. Hanson, F. Knoop, P. Lister, M. Nielsen, K. Thomson, Z. Wang; Associate Professors: J. Bartz, E. Chaperon, X. Chen, K. Drescher, P. Swanson; Assistant Professors: M. Belshan, Professor Emeritus; M. Severin, C. Sanders, E. Sanders.

**Secondary Faculty:** Professors: D. Agrawal, T. Casale, S. Cavalieri, A. Chatterjee, C. Destache, L. Preheim, R. Townley; Associate Professors: M. Bittner, G. Gorby, N. Govindarajan, E. Horowitz, A. Kincaid.

## Admission Requirements

The student's academic record and performance will be a major factor in acceptance. The undergraduate curriculum must include fundamental courses in both the biological and chemical sciences. For doctoral students, a strong foundation in undergraduate microbiology, immunology, molecular biology and biochemistry are desired. However, lack of advanced courses in some of these areas will not necessarily preclude consideration for admission into the doctoral program. A minimum GPA of 3.0 on a scale of 4.0 is required. The applicant is required to submit results from the Graduate Record Exam (GRE) prior to admission. A minimum combined score of 1000 is required for the verbal and quantitative sections, and a minimum score of 4.0 is required for the analytical writing component.

The Graduate School requires all students from countries in which English is not the native language to demonstrate competence in English by a score of 550 in the TOEFL (Test of English as a Foreign Language) examination or 80 on the Internet-based Test (iBT) at the graduate level.

## Doctor of Philosophy (Ph.D.) Program

The objective of the program is to prepare highly qualified students for a broad range of possible careers in research and teaching in medical microbiology and immunology and related health science fields. Study for the Ph.D. degree emphasizes independence in scientific pursuit, with a particular emphasis on research. Course work and dissertation research are designed to bring the student to a high-level of competence in microbiology and immunology with particular expertise in the area chosen for dissertation research. You will be expected to demonstrate a high capacity for original and independent thought, and apply this creativity, educational background, and knowledge of the scientific method to dissertation research.

## Master of Science (M.S.) Program

The objectives of the program include preparation of the student for one or more of the following careers: (1) teaching of medical microbiology and immunology at the undergraduate level, and (2) participation in supervised or team research in universities, industry or government. In addition, the program will prepare outstanding students for pursuit of the Ph.D. degree. Study for the Master's degree emphasizes a combination of course work and laboratory experience to familiarize you with microbiology and immunology and to educate you in the scientific method. It can be a time when you identify a primary interest in microbiology and immunology, or a time when you first become introduced to the fields of microbiology and immunology.

## General Requirements

The minimum curriculum required for the M.S. degree is thirty (30) semester hours, including formal core coursework and thesis research. For the Ph.D., an additional sixty (60) semester hours are required. Students entering the Ph.D. program having already obtained their M.S. degree may have a maximum of 30 credit hours transferred to the program.

### MIC 541 Medical Microbiology and Immunology (4) I

Introduction to the field of medical microbiology, focusing on the importance of immunological defenses, bacterial genetics and physiology, bacterial infections, antibacterial chemotherapy, virology, mycology, parasitology, and other related topics associated with infectious diseases in humans. 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) II

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. 3 R&L. **P: MIC 541 or IC.**

### MIC 617 Molecular Biology (3) I

Contemporary concepts and techniques in molecular biology including gene structure, coding, regulation, protein synthesis, mutation, recombination, recombinant DNA technology and transposable elements. **P: BIO 212 or IC.**

### MIC 619 Molecular Biology Laboratory (2) II

Demonstration of laboratory techniques related to molecular biology. **P or CO: MIC 617.**

### MIC 727 Methods in Medical Microbiology and Immunology (2-4) I, AY

Study of modern methods and instrumentation used in medical microbiology and immunology. Laboratories and group discussions will cover topics such as assays of bacteria, viruses, bacterial and viral components, bioactive products, etc. In addition, methods of nucleic acid and protein analysis, electron microscopy, and enzymatic analysis will also be discussed.

### MIC 733 Advanced Microbial Pathogenesis (3) II, AY

Lectures, seminars, literature review, and group discussion concerning mechanisms by which microorganisms cause disease. **P: MIC 617 or IC.**

### MIC 735 Diagnostic Microbiology (4) II, AY

Laboratory and conferences which deal with selection of clinical specimens for diagnosis, isolation of pathogenic microorganisms and preparation of media for their growth. 4 R, L arr. **P: IC.**

### MIC 737 Recent Developments in Immunopharmacology (3) I, II

The antigen-antibody reaction with its effects on the mast cell, the release of chemical mediators, and the effect of these mediators on various tissue functions both *in vivo* and *in vitro*. The various therapeutic agents and mechanisms that influence these reactions. **P: IC.**

### MIC 739 Bacterial Physiology (3) II, AY

Study of molecular, cellular, and genetic processes in bacteria. Includes molecular structure and function, cell division, synthesis of macromolecules, and metabolism.

### MIC 740 Host Defense (3) II

The student will be provided with the information to have a clear understanding of various subject areas, including antigen recognition, development of B& T cells, constitutive host defenses, immunopathology, inflammation, transplantation, allergy, and tumor immunology. Lecture presentations, assigned reading and computer-aided instruction. **P: MIC 541, MIC 617 or IC.**

### MIC 745 Cellular and Molecular Immunology (3) II

This course will focus on the basic and clinical aspects of cellular and molecular immunology. 2 R&L arr. **P: MIC 740 or IC.**

### MIC 746 Advanced Immunology (3) I, AY

Lectures and conferences providing a coordinated and detailed account of current immunology at an advanced level. Students will be expected to familiarize themselves with the original literature, and emphasis will be given to the more rapidly progressing areas. 3 R&L arr. **P: MIC 543 or IC.**

### MIC 747 Cellular and Molecular Mechanisms of Transmembrane Signaling (3) II

Detailed analysis of how an external signal is transduced into a cell language resulting in a response. Intracellular pathways involved in signal transduction will be examined. Discussions on various cell proteins and cross-talk among intracellular signal transduction pathways. **P: MIC 617 or IC.**

### MIC 749 Molecular Virology (3) I, AY

Study of the physical, chemical, and biological properties of viruses. Selected topics will include such areas of investigation as cultivation and identification, replication, host-virus interactions, interference, and viral oncogenesis. **P: MIC 617 or IC.**

### MIC 753 Advanced Antimicrobial Agents and Chemotherapy (3) I, AY

Chemistry, pharmacology, and biology of antibiotic substances and their use in therapy of infectious diseases. **P: MIC 617 or IC.**

- MIC 754 Clinical Infectious Disease** (1-4) I, II, S  
Clinical, diagnostic and pathogenic aspects of infectious diseases taught in the hospital setting. Students participate in ward rounds, seminars, discussions and lectures. Problem-solving techniques involving use of clinical and laboratory evidence. **P: IC.**
- MIC 790 Current Topics in Medical Microbiology and Immunology** (2) I  
Lectures and literature discussion covering recent advances in the fields of microbiology, immunology, and virology, with roughly a third of the course devoted to each field of study. This course is graded Satisfactory/Unsatisfactory. **P: MIC 541, MIC 617.**
- MIC 791 Department Seminar and Teaching** (1) I, II  
The student is required to register each semester of his/her residence. This course is repeatable. The maximum credit applicable toward a degree is two for the M.S.; six for the Ph.D. This course is graded Satisfactory/Unsatisfactory.
- MIC 793 Directed Independent Readings: Selected Topics in Medical Microbiology and Immunology** (1-4) I, II, S  
Conferences and reading assignments providing an opportunity for in-depth study of recent developments and associate problems in carefully selected and highly specialized areas of medical microbiology such as parasitology, mycology, clinical microbiology, pathogenesis, immunology, and epidemiology and public health.
- MIC 797 Directed Independent Research for Master's Degree Students** (1-6) I, II, S  
Investigative work on selected subject. (Non-thesis research optional). L&R arr.
- MIC 799 Master's Thesis** (1-6) I, II, S  
Research, under departmental supervision, in connection with the preparation of the Master's thesis. Student must register for this course in any term when engaged in formal preparation of the Master's thesis; however, six credit hours are the maximum applicable toward the degree.
- MIC 893 Directed Independent Readings: Selected Advanced Topics in Medical Microbiology and Immunology** (1-4) I, II, S  
Conferences and reading assignments providing an opportunity for in-depth study of recent developments and associated problems in carefully selected and highly specialized areas of medical microbiology such as parasitology, mycology, clinical microbiology, pathogenesis, immunology, and epidemiology and public health.
- MIC 897 Directed Independent Research for Doctoral Students** (1-6) I, II, S  
Investigative work on a selected subject.
- MIC 899 Doctoral Dissertation** (1-6) I, II, S  
Research, under departmental supervision, in connection with the preparation of the doctoral dissertation. Student must register for this course in any term when engaged in formal preparation of the doctoral dissertation; however, 20 credit hours are the maximum applicable toward the degree.

## NEGOTIATION AND DISPUTE RESOLUTION

Program Director: Arthur Pearlstein  
Program Office: Werner Institute for Negotiation and Dispute Resolution,  
School of Law

### GRADUATE STUDY IN NEGOTIATION AND DISPUTE RESOLUTION

The program is designed to prepare students to assume leadership positions in the field with specialized applications in areas of greatest need, including organizational settings, the workplace, health care institutions, and in domestic global transactions. Those graduating from the program will be able to use their knowledge and skills in conflict management in a variety of careers that require dealing with human interaction.

#### Program Goals

Combining applied and scholarly approaches, the program will offer a bridge between theory and practice to provide graduates with:

1. A theoretical framework in conflict resolution;
2. A set of core competencies to understand and effectively intervene in conflict and assist in making the process of conflict more constructive;
3. An enhanced capacity for engaging stakeholders in collaborative & creative problem solving;
4. Practical skills and techniques in negotiations and emerging processes for dispute resolution;
5. Preparation for specialized application of negotiation and conflict resolution principles in a chosen area of concentration;
6. Tools to enhance their performance and achieve more desirable outcomes in their career pursuits

#### Faculty

*Professors:* A. Pearlstein; *Resident Professor:* B. Mayer;  
*Assistant Professor:* J. Font-Guzmán, R. Kuttner, R. Witheridge.

#### Admission Requirements

Applicants must have a baccalaureate degree from an accredited institution of higher education and submit the following documents:

- Printable Application Form and application fee. Each applicant must remit, along with the application form, a non-refundable, non-waivable application fee in the form of a check or money order drawn in U.S. currency and made payable to Creighton University.
- Current resume
- Essay - Please discuss your interest in conflict resolution in approximately 250-500 typed words, and briefly describe career objectives upon completion of the program.
- Two (2) letters of recommendation. The recommendation forms should be completed by persons, other than family members, who are capable of assessing your performance in an academic or work setting. Applicants may submit additional recommendations if they so wish.
- Transcripts - Official transcripts must be submitted from all colleges and universities attended. Transcripts must be sent directly from the issuing school and must contain the institution's official seal or stamp. Transcripts not in English must be accompanied by certified English translations.
- All applicants are required to submit an acceptable official Graduate Record Exam (GRE), Law School Admissions Test (LSAT), or the Graduate Management Admission Test (GMAT) score report. The institutional code for Creighton University is 6121.
- Test of English as Foreign Language (TOEFL). The Graduate School requires all students from countries in which English is not the native language to demonstrate competence in English by a score of 550 in the TOEFL (Test of English as a Foreign Language) examination or 80 on the Internet-based Test (iBT) at the graduate level.
- Certification of Available Finances. All international applicants must submit a Certification of Available Finances form in order for an I-20 to be issued. This form is available at: <http://www.creighton.edu/IntlPrograms/forms.htm>.

### Master of Science (M.S.) Program

The master's degree requires completion of at least 32 credit hours in coursework including theoretical foundations of conflict resolution and practical skills/processes. Students must also complete a capstone course of independent, experiential work involving a practicum or a major piece of research. In addition to the required credits, students are expected to participate in Werner Institute conferences, symposia, and other programs, and present a paper or workshop at a regional or national conference on conflict resolution. The master's program can be completed in 1 to 2 years depending on whether the student attends full time or part time and on participation in summer course programs. The graduate certificate program can be completed in 6 months to a year.

#### Degree Requirements

##### Master of Science in Negotiation and Dispute Resolution: 32 Credits

**(All of the following:)**

*I. Foundational*

LAW 310	Alternative Dispute Resolution	2 credits
NDR 600	Dynamics of Conflict Resolution	3 credits
NDR 604	Systems and Dispute Systems Design	2 credits
NDR 692	Leadership and Organizational Behavior	3 credits

*II. Skills and Processes*

LAW 404	Mediation Process	3 credits
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**(One of the following:)**

NDR 611	Facilitation and Group Processes	2 credits
NDR 691	Dialogue and the Self	2 credits

**(One of the following:)**

NDR 615	Negotiation	3 credits
LAW 410	Negotiation	3 credits

**(One of the following:)**

<i>III. Culture and Conflict</i>		
NDR 606	Cross-Cultural Perspectives in Conflict Resolution	2 credits
NDR 609	Negotiation at an Uneven Table	3 credits

**(The remainder of credits in Electives:)**

*IV. Electives*

INR 683	Seminar on Ethnicity, Nationalism, and Conflict	3 credits
INR 709	Seminar in International Conflict	3 credits
LAW 306	Civic Organizing and Democracy	3 credits
LAW 315	Arbitration	2 credits
LAW 350	Elder Law	3 credits
LAW 357	Marriage and Divorce	3 credits
LAW 373	International Business Transactions	3 credits
LAW 376	Health Care Law	2 credits
LAW 381	Labor Law	3 credits
LAW 423	International Law	3 credits
MLS 673	Asian Thought	3 credits
MLS 683	Ethnic Conflict, Nationalism, and Democracy	3 credits
NDR 602	Dialogue	2 credits
NDR 605	Dialogue and the Self	2 credits
NDR 607	Post Civil War Peacebuilding and Reconstruction	3 credits
NDR 608	Approaches for Improving Collaboration	2 credits
NDR 610	Advanced Problems in Mediation	2 credits

NDR 612	Beyond Neutrality	2 credits
NDR 613	International Peace and Conflict Resolution	2 credits
NDR 650	Key Principles of Appreciative Inquiry	2 credits
NDR 652	Application of Coaching within Conflict Resolution	2 credits
NDR 653	Organizational Consulting	2 credits
NDR 690	Conflict and Conflict Resolution in Families	2 credits
NDR 694	Human Rights, Poverty, Medicine, and Health	2 credits
NDR 700	Engaging in Bioethical Conflict	2 credits
NDR 795	Directed Independent Study	3 credits
OTD 517	Health Care Policy	3 credits

\* Or other course with permission of the program director.

*V. Experiential Independent Work*

**(Three credits from the following:)**

NDR 614	Practicum	3 credits
NDR 616	Thesis Project ( <i>Department Approval</i> )	3 credits

### Master of Science (M.S.) Intensive Program - Online Program

#### Master of Science in Negotiation and Dispute Resolution: 32 Credits

**(All of the following:)**

*Intensive Overview*

NDR 707	Negotiation and Conflict Resolution - Foundations I	3 credits
NDR 717	Negotiation and Conflict Resolution - Foundations II	2 credits
NDR 727	Negotiation and Conflict Resolution - Residency	3 credits

*Core Courses*

NDR 737	Online Dispute Resolution	2 credits
NDR 747	Dynamics of Conflict Resolution	2 credits
NDR 757	Systems and Consulting for Conflict Specialists	2 credits
NDR 767	Culture, Gender, and Power Differences in Conflict	2 credits
NDR 777	Conflict Specialist Ally Roles	2 credits
NDR 787	Mediation	4 credits

*Practicum*

NDR 778	Practicum	4 credits
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**(One of the following Area of Specialization:)**

In the specialization components students will engage in advanced work in negotiation, mediation, and facilitation focused on applying skills in the specific context of the students' chosen area of concentration. Particular attention will be paid to what is special about the substantive area and how concepts learned to date apply in specific professional settings. Through discussion, case study, independent research project, literature review and personal interviews, participants have the opportunity to integrate theories of chaos and complexity science with techniques for improving communication, collaboration, and inter-professional teamwork within the context of actual scenarios.

*Concentration in Organizational Collaborative Practice and Conflict Resolution*

NDR 797	Org. Collaborative Practice Conflict Resolution	3 credits
NDR 770	Org. Collaborative Practice Conflict Resolution	3 credits

*Concentration in Collaboration and Conflict Resolution in Health Care*

NDR 771	Collaboration and Conflict Resolution in Health Care	3 credits
NDR 772	Collaboration and Conflict Resolution in Health Care	3 credits

*International Negotiations and Conflict Resolution*

NDR 773	International Negotiations and Conflict Resolution	3 credits
NDR 774	International Negotiations and Conflict Resolution	3 credits

*Concentration in Collaborative Practice and Conflict Resolution in Education*

NDR 775	Collaborative Practice Conflict Res. in Education	3 credits
NDR 776	Collaborative Practice Conflict Res. in Education	3 credits

## Graduate Certificate in Negotiation & Dispute Resolution: 16 credits

Graduate Certificate requires all foundational and skills/processes courses from the master's except *Systems, Facilitation and Conflict Resolution*, for a total of 16 credits)

**(All of the following:)**

LAW 310	Alternative Dispute Resolution	2 credits
LAW 404	Mediation Process	3 credits
LAW 410	Negotiation	3 credits
NDR 600	Dynamics of Conflict Resolution	3 credits
MBA 771	Leadership and Organizational Behavior	3 credits

**(One of the following:)**

NDR 604	Systems and Dispute Systems Design	2 credits
NDR 611	Facilitation and Group Processes	2 credits
NDR 691	Dialogue and the Self	2 credits

**NDR 600 Dynamics of Conflict Resolution (3)**

This course addresses the nature, meaning and dynamics of conflict and the challenges of communication in interpersonal, inter-group and intra-group settings. Particular attention is paid to the thinking process that drives the practice of successful conflict resolution. The course draws lessons from a variety of disciplines, including psychology, sociology, and communications. Among specific concepts examined are the relationships between power and conflict, and culture and conflict, as well as the sources of conflict and the nature of resolution and what constitutes a genuine resolution of a conflict. Features and tools of effective communication in conflict, including listening and constructive framing and the use of narratives, are considered in some detail.

**NDR 601 Dispute Resolution Clinic (1)**

The Dispute Resolution Clinic provides students with the opportunity to apply academic theories and models to real-life conflicts in a variety of settings under faculty supervision or an onsite supervisor. Students will select their clinic setting with the assistance of faculty.

**NDR 602 Dialogue (2)**

Dialogue is an important process for bringing people together to discover what matters most, to think together toward the future and to surface hidden assumptions that may be driving existing practices or behaviors. This course will look at the dialogue process as a means for building trust, surfacing deeply held beliefs, connecting diverse perspectives, and moving groups toward the future. Several models of dialogue will be demonstrated. The course will focus on how to structure dialogue, the role of the dialogue facilitator, when dialogue may be useful, how dialogue can be integrated with other conflict resolution processes, and examples of how dialogue has been used in organizations to address barriers to collaboration. This course is graded Satisfactory/Unsatisfactory.

**NDR 603 Systems, Facilitation, and Conflict Resolution (2)**

Conflict is increasingly complex, involving multiple actors or groups of actors, and often seems to defy immediately apparent solutions or attempts at hierarchical control, which can result in great discouragement. This course examines how an understanding of systems-patterns of cause and effect relationships-can help us understand conflict and effective management of conflict. Emphasizing the connections between and among actors and events, the course explores important characteristics of types of systems, such as emergence and self-organization, and demonstrates how our ability to deal effectively with difficult conflict can be enhanced by our appreciation of these characteristics. It also delves into the overlay between application of these lessons, and theories and techniques for facilitation.

**NDR 604 Systems and Dispute Systems Design (2)**

This course examines the importance of systems to understanding conflict. It explores how appreciation of emergence and self-organization can help us deal effectively with difficult conflict. It also focuses on the ways that stakeholders can systematically determine how best to manage the types of conflict that organizations experience over time.

**NDR 606 Cross-Cultural Perspectives in Conflict Resolution (2)**

This course takes an interdisciplinary look at issues related to the role of culture in conflict analysis and resolution. The course will provide an overview of relevant theories and research from social psychology, anthropology, sociology, and other disciplines. Topics such as, the meaning of culture and conflict from a cross cultural perspective, ethnocentrism, cross-cultural communication, stereotypes, and cultural differences in attitudes toward racism, gender, and ethnicity will be discussed. The course also offers a comprehensive view of disputes, violence, and conflict resolution in different cultural contexts. Additionally, the relationship between culture and oppression will be discussed such as how cultures of dominance and subjugation are created in colonialism.

**NDR 607 Post Civil War Peacebuilding and Reconstruction (3)**

This course examines the various complexities of violent civil conflict and the nature of the peacebuilding process in terminating civil wars. The course will explore what are the causes of civil wars, the processes of such conflict, different peacebuilding theories, and how to reconstruct a more stable society after the war ends. Case studies from different international settings will be discussed and analyzed. The class will combine lecture, presentations, and analysis of civil war movies from different parts of the world.

**NDR 608 Approaches for Improving Collaboration and Resolving Conflicts in Health Care Organizations (2)**

Conflicts in health care occur on a daily basis, many of which involve poor clinical outcomes that may result in lawsuits, licensure disputes, credentialing and employment claims, and more simply, a general breakdown in trust of the healthcare system as a whole. There is a growing need for new approaches that address system complexity, consumer needs, clinician autonomy, and quality of care. Current conflict resolution models are ineffective and traditional organizational management approaches are insufficient. Through discussion, case study, simulation, improvisation and facilitated dialogue, participants have the opportunity to integrate theories of chaos and complexity science with techniques for improving communication, collaboration, and inter-professional teamwork within the context of actual healthcare scenarios. With a focus on practical application of process tools and systems design strategies, participants learn effective techniques that can be integrated into daily clinical practice and expand options for managing legal and ethical issues that arise within healthcare organizations.

**NDR 609 Negotiation at an Uneven Table: The Social and Cultural Context of Conflict and Its Management (3)**

Gender, race, and generational cohort are familiar examples of the social and cultural contexts of conflicts that create uneven tables. Why negotiate if I know I am at a disadvantage? What can I do about it? What is the relationship among culture, gender, and conflict? This course explores structured inequity and its impact on conflict management, providing theoretical and practical tools for addressing this challenge. It also addresses the role of culture in conflict engagement.

**NDR 610 Advanced Problems in Mediation: Complex Conflict (2)**

This course provides a theoretical and practical framework for analyzing the dynamics and consequences of conflict, with a focus on disputes involving large organizations and/or multi-party litigation. An in-depth examination of issues such as, mediating with expert witnesses and attorneys and preparatory steps in complex mediations will be discussed. **P: LAW 310 or LAW 404 or LAW 410 or successful completion of 30-40 hour basic mediation workshop.**

**NDR 611 Facilitation and Group Processes (2)**

Group dynamics, including stages of group development, roles, models of group leadership and decision making, and system complexity combine to create challenges for moving groups toward common goals. This course will integrate facilitation practices with theories underlying group dynamics to provide a framework for engaging small and large groups.

**NDR 612 Beyond Neutrality: New Directions for Conflict Professionals (2)**

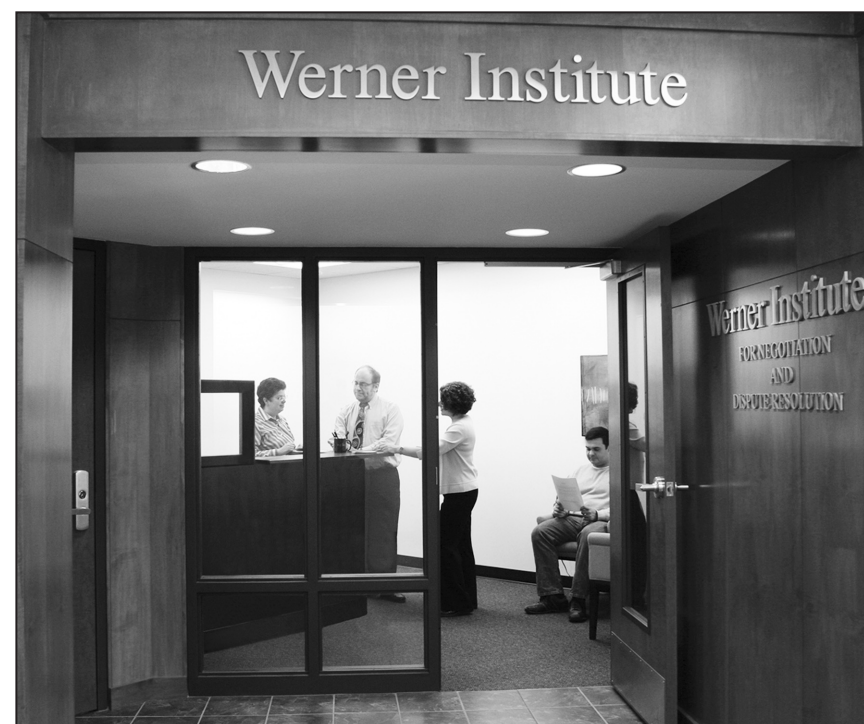
The conflict resolution field is evolving and confronting an increasing need for non-traditional services from conflict professionals. We will consider three major roles of conflict professionals- as allies, third parties, and systems managers and we will look how they can help people deal with intractable and long term conflicts.



- NDR 613 International Peace and Conflict Resolution (2)**  
This seminar employs an interdisciplinary perspective to examine the causes of conflict and the ways to manage, resolve and transform it at all levels. It draws from the international relations and social science disciplines to review conflict resolution interventions and to provide an in-depth understanding of peacemaking and peacebuilding strategies.
- NDR 614 Practicum (3)**  
The practicum is designed to enhance the development of conflict resolution skills and practices. Students will enhance their conflict resolution skills and practices and have an opportunity to apply theory to practice. This course is graded Satisfactory/Unsatisfactory.
- NDR 615 Negotiation (3)**  
The NDR Negotiation course aims at helping students become acquainted with and learn how to manage the challenges involved with shifting from the common distributive bargaining to integrative style of negotiation, which aspires for "win-win" resolutions. The course will focus on both the theoretical and practical levels: it will introduce state of the art theories of negotiation alongside experiential learning which would allow students to experience and reflect on the various emphases in practice, while reflecting on their own strengths and weaknesses as negotiators.
- NDR 616 Thesis Project (3)**  
This course is designed for students pursuing the thesis option. The thesis can be structured as an extended literature review of an approved subject, independent research, or a combination thereof. The thesis must be approved by the department, under the direction of a faculty member, and defended as partial fulfillment of requirements for the Master's Degree. This course is graded Satisfactory/Unsatisfactory. **P: Department Approval.**
- NDR 650 Key Principles of Appreciative Inquiry (2)**  
Appreciative Inquiry involves, in a central way, the art and practice of asking questions that strengthen a system's capacity to apprehend, anticipate, and heighten positive potential. This course will teach students how to prepare and facilitate an Appreciative Inquiry process.
- NDR 652 The Application of Coaching within Conflict Resolution (2)**  
Coaching focuses on empowering people to discover their own answers, to articulate clear visions, and pursue their goals with clarity and focus. Building on our inherent strengths a coach can empower people toward positive change. This course will provide a preliminary understanding of key coaching principles and their role in conflict resolution. We will follow the standards of International Coach Federation. We will also explore specific principles of coaching within various models Appreciative Inquiry, Positive Psychology, and Wellness.
- NDR 653 Principles of Organizational Consulting for Conflict Resolution Professionals (2)**  
This course provides students with the foundational principles of organizational consulting, focusing on application in conflict systems consulting. Students will develop an understanding of the concepts, tools, and phases of effective internal and external consulting with a strong emphasis on career applications.
- NDR 690 Conflict and Conflict Resolution in Families (2)**  
This course addresses the dynamics of family conflict and interventions in family conflict. We will discuss conflict around divorce, parent-adolescent issues, care of the elderly, child welfare, adoption, and family violence. We will consider a variety of responses to these conflicts including mediation, family group conferencing, divorce coaches, and arbitration.
- NDR 691 Dialogue and the Self: A Seminar on Relational Conflict Engagement (3)**  
This seminar will explore the notion of dialogue as a relational practice on both analytical and experiential levels. On the analytical level, it will present some of the latest theories in the field of ADR and the relational alternatives they present to the Interest Based models; it will make the connection to relational theories in other disciplines, such as philosophy, psychology and political science. On the experiential level, the seminar will invite students to explore their own realization of dialogue through various dialogic exercises and contemplative practices, and will help them cultivate relational awareness and dialogic skills for implementation in their professional and personal lives.
- NDR 692 Leadership and Organizational Behavior (3)**  
This course explores the most important theories and models that explain the influence of leadership on the behaviors and attitudes of individuals, teams, and other groups. The course covers specific leadership skills such as motivating followers, recognizing individual differences, leading groups and teams, exercising power, managing conflict, improving communication, and leading change.
- NDR 694 Human Rights, Poverty, Medicine, and Health: An International Perspective (2)**  
This course introduces students to concepts addressing human rights and its theory and practice. The main focus will be the relationship between health and human rights. Students will explore human rights issues at the domestic and international level. Topics such as, health impacts resulting from violations of human rights; bioethics and human rights; the role of health professionals in torture, mind control, human radiation; poverty, medicine and health; and cultural perspectives of human rights will be discussed.
- NDR 700 Engaging in Bioethical Conflict (2)**  
This course will introduce students to strategies for engaging in emerging bioethical issues that lead to conflict among families, health care providers and organizational leaders. Included is an overview of the bioethics consultation process, the role of bioethics mediators, and culturally appropriate approaches for addressing end-of-life disputes.
- NDR 707 Negotiation and Conflict Resolution - Foundations I (3) (Online)**  
The online modules (total 5 credits) present a broad introduction to the field and provide a strong foundation in a number of key concepts. This course is part of the online intensive master's program only.
- NDR 717 Negotiation and Conflict Resolution - Foundations II (2) (Online)**  
The online modules (total 5 credits) present a broad introduction to the field and provide a strong foundation in a number of key concepts. This course is part of the online intensive master's program only.
- NDR 720 Seminar: Special Topics in Conflict Resolution (1-3)**  
This course explores selected problems and topics in the conflict resolution field. Course content changes each semester as current and controversial issues emerge in the field.
- NDR 727 Negotiation and Conflict Resolution (3) (Residency)**  
"Residential module (3 credits) is an intense program building on the online module with presentations, skills development, and case simulations. This course is part of the online intensive master's program only.
- NDR 737 Online Dispute Resolution (2) (Online)**  
The Web is global and conflict specialists can contribute their expertise from anywhere at any time. This course examines what has been described as "the hottest area" in conflict resolution. It addresses the emerging practice of conflict resolution in cyberspace and provides hands-on training in the use of emerging technologies to supplement traditional dispute resolution approaches and the fast growing use of internet media to handle internet based disputes. No technology background is required. This course is part of the online intensive master's program only.
- NDR 747 Dynamics of Conflict Resolution (2) (Online)**  
This course addresses the nature, meaning and dynamics of conflict and the challenges of communication in interpersonal, inter-group and intra-group settings. Particular attention is paid to the thinking process that drives the practice of successful conflict resolution. This course is part of the online intensive master's program only.
- NDR 757 Systems and Consulting for Conflict Specialists (2) (Online)**  
This course examines how an understanding of systems can help us understand conflict and effective management of conflict. It explores important characteristics of types of systems, such as emergence and self-organization, and demonstrates how our ability to deal effectively with difficult conflict can be enhanced by our appreciation of these characteristics. This course is part of the online intensive master's program only.

- NDR 767 Culture, Gender, and Power Differences in Conflict** (2) (Online)  
This course takes an interdisciplinary look at issues related to the role of culture, gender, and other factors in conflict analysis and resolution. The course provides an overview of relevant theories and research from social psychology, anthropology, sociology, and other disciplines. This course is part of the online intensive master's program only.
- NDR 770 Organizational Collaborative Practice and Conflict Resolution** (3) (Residency)  
In today's competitive environment, organizations increasingly must cope with complexities, uncertainties, and conflict. The ability to build teams for collaborative work and to manage and learn from conflict effectively is critical in today's organization. Students will learn techniques and approaches for organizational teambuilding, conflict management, and process facilitation and consulting. This course is part of the online intensive master's program only.
- NDR 771 Collaboration and Conflict Resolution in Health Care** (3) (Online)  
Conflicts in health care occur on a daily basis, many of which involve poor clinical outcomes that may result in lawsuits, licensure disputes, credentialing and employment claims, and more simply, a general breakdown in trust of the healthcare system as a whole. This course is part of the online intensive master's program only.
- NDR 772 Collaboration and Conflict Resolution in Health Care** (3) (Residency)  
Conflicts in health care occur on a daily basis, many of which involve poor clinical outcomes that may result in lawsuits, licensure disputes, credentialing and employment claims, and more simply, a general breakdown in trust of the healthcare system as a whole. This course is part of the online intensive master's program only.
- NDR 773 International Negotiation and Conflict Resolution** (3) (Online)  
Disputes increasingly occur with an international dimension, including conflicts involving states, corporations, peoples, and political factions. With applications from a variety of disciplinary perspectives including international law, business, anthropology, and political science, students will learn approaches to conflict in the context of globalization with a focus on the implications of growing interconnectedness as both a source and solution for disputes. This course is part of the online intensive master's program only.
- NDR 774 International Negotiation and Conflict Resolution** (3) (Residency)  
Disputes increasingly occur with an international dimension, including conflicts involving states, corporations, peoples, and political factions. With applications from a variety of disciplinary perspectives including international law, business, anthropology, and political science, students will learn approaches to conflict in the context of globalization with a focus on the implications of growing interconnectedness as both a source and solution for disputes. This course is part of the online intensive master's program only.
- NDR 775 Collaborative Practice and Conflict Resolution in Education** (3) (Online)  
Diversity, change, and growth are all major issues in today's school, college, and university settings. In areas from special needs to student services, and administration to campus life, conflict is an ever growing part of the landscape. Students will learn the skill sets necessary to engage conflict in a variety of educational organizational settings. This course is part of the online intensive master's program only.
- NDR 776 Collaborative Practice and Conflict Resolution in Education** (3) (Residency)  
Diversity, change, and growth are all major issues in today's school, college, and university settings. In areas from special needs to student services, and administration to campus life, conflict is an ever growing part of the landscape. Students will learn the skill sets necessary to engage conflict in a variety of educational organizational settings. This course is part of the online intensive master's program only.
- NDR 777 Conflict Specialist Ally Roles: Advocate, Organizer, Strategist, Coach** (2) (Online)  
This course examines the range of roles for conflict specialists, with a focus on application of conflict/communication principles. In addition to the common skills required across the different ally roles, the course focuses on specific tasks and techniques involved in each particular role. This course is part of the online intensive master's program only.

- NDR 778 Practicum** (4)  
Students arrange select a practical field experience to further develop and apply their skills in a professional or organizational setting of their choice in consultation with the practicum advisor. Working with an on-site instructor/mentor in the student's home community, students will demonstrate their ability to apply theory to practice and analyze situations utilizing knowledge from previous course work. This course is part of the online intensive master's program only.
- NDR 787 Mediation** (4) (Residency)  
Residential course ( 4 credits, including pre- and post-session readings and discussion boards). This course provides intensive training in mediation skills and techniques. The course explores the theory, law, and practice of mediation. It examines the role of mediation in resolving a wide variety of disputes such as in healthcare, commercial, family, public, workplace, and international settings. This course is part of the online intensive master's program only.
- NDR 795 Directed Independent Study** (1-3)  
Students may arrange with an instructor to engage in a series of readings related to a specific topic and/or conduct research in an area approved by the department and under the direction of a faculty member. This course is part of the online intensive master's program only.
- NDR 797 Organizational Collaborative Practice and Conflict Resolution** (3) (Online)  
In today's competitive environment, organizations increasingly must cope with complexities, uncertainties, and conflict. The ability to build teams for collaborative work and to manage and learn from conflict effectively is critical in today's organization. Students will learn techniques and approaches for organizational teambuilding, conflict management, and process facilitation and consulting. This course is part of the online intensive master's program only.



## NURSING (NUR)

Associate Dean for Academic and Clinical Affairs: Mary Kunes-Connell  
 Master's Program Director: Cindy Costanzo  
 Doctoral Program Director: Mary Parsons  
 Program Office: Criss II, Room 185

### GRADUATE STUDY IN NURSING

A program of graduate study in nursing is offered leading to the degree of Master of Science in Nursing (M.S.N.) A program of graduate study in nursing is also offered leading to the degree of Doctor of Nursing Practice (D.N.P.).

Emphasis is placed on preparing graduates with advanced role knowledge and practice competencies to meet the demands of a complex and dynamic health care environment.

Role options currently available to students are:

Advanced Practice Nurse (Clinical Nurse Specialist or Nurse Practitioner)  
 Clinical Nurse Leader  
 Clinical Systems Administrator  
 Advanced Public Health/Global Health Nursing

Students selecting the nurse practitioner role may choose to do so in the areas of:

Adult (Primary, Acute Care, and Behavioral Health)  
 Pediatrics (Acute Care)  
 Family  
 Neonatal

Students selecting the clinical nurse specialist role may choose to do so in the areas of:

Adult Health  
 Pediatrics  
 Neonatal

The clinical systems administrator role option is designed to prepare nurses to assume ethical leadership roles in health care systems confronted by financial, political, and social changes. The clinical nurse leader role option is an advanced generalist role and does not prepare the nurse for the role of advanced practice nurse.

The advanced public health/global health option is designed for nurses who want to pursue a career in advanced public health nursing. This program prepares nurses to assume leadership in assessing communities and population, identifying high risk groups, and developing culturally sensitive, acceptable and realistic community nursing services in partnership with various stakeholders.

The advanced practice nurse role also offers sub-specialty in Cardiology, Oncology, or Gerontology. Additional courses in curriculum, instruction, and educational evaluation are available to all students.

Graduate study in nursing integrates the best evidence from nursing and other disciplines; natural, social and political sciences, communication sciences and ethics. It is designed to assist the professional nurse to respond to challenges in nursing practice and in the health care system and assume ethical leadership in meeting quality, cost-effective outcomes by providing and managing innovative services to clients. Intensive study focuses on health promotion, prevention, restoration, maintenance; care management; and achievement of optimum outcomes for individuals, families, communities, populations, and systems across the continuum of care. The program affords opportunities for collaboration with others to address key aspects of resource utilization, outcome improvements and ethical decision making in the health care delivery system.

### Faculty

Professors: B. Braden, M. Kunes-Connell, J. Lappe, J. Norris, W. Pinch;  
 Associate Professors: E. Furlong, E. Howell, A. Laughlin, L. Lazure, L. Miers, M. Parsons, R. Reed, N. Shirley, S. Tinley;  
 Assistant Professors: A. Abbott, C. Costanzo, M. Foyt, J. Graves, M. Hercinger, C. O'Keefe, L. Rubarth, A. Schoening, M. Wilken.

### Doctor of Nursing Practice (D.N.P.): Overview

Creighton University School of Nursing offers a program of study in nursing leading to the degree of Doctor of Nursing Practice (DNP) with specialty tracks in Advanced Practice Nursing and Clinical Systems Administration (CSA). The DNP program provides graduate education in a learning environment where ethical leadership, creative problem resolution, service to the diverse populations, interprofessional collaboration, and commitment to performance excellence are hallmarks. Within the Health Sciences schools as well as the Center for Health Policy and Ethics, College of Business Administration and the Werner Institute's Graduate Program on Healthcare Collaboration and Conflict Resolution, DNP students will complete core, role support, and specialty courses in advanced practice nursing or clinical systems administration. The program's emphasis is on preparing local, regional, national and international nurse leaders who use their expertise in providing quality care in increasingly complex environments. There are two pathways leading to the DNP.

1. A post-baccalaureate option exists for students who have successfully completed a Bachelor of Science in Nursing degree from a college or university accredited by the National League for Nursing Accrediting Committee (NLN-AC) or Commission on Collegiate Nursing Education (CCNE).
2. A post-master's option exists for students who have completed a Master's of Science degree with a major in nursing from a college or university accredited by the National League for Nursing Accrediting Committee (NLN-AC) or Commission on Collegiate Nursing Education (CCNE).

The Doctor of Nursing Practice was granted accreditation by The Higher Learning Commission of the North Central Association of Colleges and Schools in September 2008.

For more complete information regarding the Doctor of Nursing program, please visit the School of Nursing website: <http://www2.creighton.edu/nursing> or contact the School of Nursing's Office of Student Affairs at 402.280.2067 or 1.800.544.5071.

### DNP Program Objectives

The DNP program is designed to prepare nurses who:

1. Integrate nursing science with theories and knowledge from interdisciplinary sciences to advance the health of people and quality of clinical practices.
2. Provide leadership in the analysis of health care delivery systems and clinical practices, and the formulation, implementation, and evaluation of strategies for creating and sustaining continuous improvement.
3. Apply information technology and decision support systems to analyze, evaluate, and improve structure, processes, and outcomes in health care.
4. Engage in policy analysis, formulation, implementation, and advocacy activities to improve health care locally, regionally, nationally, and internationally.
5. Apply communication, collaborative, and dispute resolution skills and techniques to maximize team performance in analyzing and resolving complex issues.
6. Apply appropriate methods and models in partnership with families, individuals, groups, communities, and providers to improve health and address gaps in population-based healthcare.
7. Employ a systematic process of moral reasoning and values-based dialogue to address, prevent, and resolve ethical dilemmas and situations.
8. Engage in the generation, translation, application, evaluation, and dissemination of evidence to administrative and/or clinical practices.
9. Integrate advanced and specialized knowledge and skills when implementing practice roles in clinical care delivery or management of care delivery systems.



## DNP Admission Requirements

Admission into the DNP Program is based on Academic Acceptance by the School of Nursing. Academic acceptance is based on meeting the following requirements:

### Post-baccalaureate Applicants

- A. A completed application form, together with a \$50 nonrefundable application fee.
- B. A Bachelor of Science degree with a major in nursing from a college or university accredited by the National League for Nursing Accrediting Committee (NLN-AC) or Commission on Collegiate Nursing Education (CCNE).
- C. A cumulative undergraduate GPA of 3.00 on a 4.0 scale, or a cumulative graduate GPA of 3.0.
- D. Three recommendations from persons able to evaluate the applicant's current and potential competency in advanced nursing practice, academic potential, leadership skills, and potential for leadership in the profession. One reference should come from a nursing employer or supervisor. Baccalaureate nursing students applying during their last undergraduate semester will be required to provide a reference from their most recent clinical instructor and/or preceptor.
- E. An official transcript of all previous academic work at the collegiate level. Applicants must assume the responsibility of requesting the registrar of each institution previously attended to mail an official transcript directly to the School of Nursing, Graduate Admissions in the Department of Student Affairs.
- F. A current active unencumbered registered nursing (RN) license to practice in the United States.
- G. A current resume or curriculum vitae that provides evidence of leadership or service experiences.
- H. A personal essay that includes a narrative response to the following items (500 words per item allowed):
  1. The applicant's educational and professional goals, both short term and long term, and how earning the Doctor of Nursing Practice degree will aid in reaching those goals.
  2. One example of a practice problem encountered by the applicant and a description of the applicant's role in effecting change to alleviate or correct the problem.

### Academic Acceptance for Post-Master's Applicants

Academic acceptance by the School of Nursing is based on the applicant's meeting the following requirements.

- A. A completed application form, together with a \$50 nonrefundable fee.
- B. A Master's of Science degree with a major in nursing from a college or university accredited by the National League for Nursing Accrediting Committee (NLN-AC) or Commission on Collegiate Nursing Education (CCNE). The applicant must have earned a cumulative graduate GPA of at least 3.0.
- C. Three recommendations from persons able to evaluate the applicant's current and potential competency in advanced nursing practice at the doctoral level, academic potential, leadership skills, and potential for leadership in the profession. One reference should come from a nursing employer or supervisor.
- D. An official transcript of all previous academic work at the collegiate level. Applicants must assume the responsibility of requesting the registrar of each institution previously attended to mail an official transcript directly to the School of Nursing, Graduate Admissions in the Department of Student Affairs.
- E. A current active unencumbered registered nursing (RN) license and, if applicable, a current and active unencumbered license to practice as an advanced practice nurse in the United States
- F. Evidence of current national certification as an advanced practice nurse, if applicable.
- G. A current resume/curriculum vitae that provides evidence of leadership, practice, and service experiences, such as a holding a management position.
- H. A personal essay that includes a narrative response to the following items (500 words per item allowed):
  1. The applicant's educational and professional goals, both short term and long term, and how earning the Doctor of Nursing Practice degree will aid in reaching those goals.

2. One example of a practice problem encountered by the applicant and a description of the applicant's role in effecting change to alleviate or correct the problem.

3. A discussion of the applicant's focused area of interest for the capstone evidence-based quality improvement project and a description of one outcome the applicant would like to address with the project.

NOTE: The School of Nursing requires all students from countries in which English is not the native language to take the Test of English as a Foreign Language (TOEFL) and have the score sent to Creighton University unless they can demonstrate proficiency in English in some other way.

All admission materials must be sent directly to the School of Nursing, Graduate Admissions in the Department of Student Affairs. Questions concerning admission materials can be addressed by contacting the School of Nursing's Department of Student Affairs at 402.280.2001.

Upon academic acceptance into the School of Nursing, students must meet certain Conditions of Enrollment. Conditions of Enrollment include:

- A. Completion of required immunizations for all Creighton University Health Sciences students.
- B. Verification of professional RN licensure to practice nursing in Nebraska.
- C. Completion of a background investigation.
- D. Completion of drug screening.
- E. Current certification in Basic Life Support (BLS) for health professionals.
- F. Verification of physical examination attestation form.
- G. Validation of ability to meet the cognitive, affective and psychomotor requirements (Safety and Technical Standards)
- H. A minimum of 2000 hours of employment in a direct care setting prior to enrollment in the course NUR 694 and the corresponding health assessment practicums. A minimum of 2000 hours of employment in the care of critically ill newborns/infants prior to enrolling in NUR 615/616 is required (Post-baccalaureate student).
- I. Successful completion of undergraduate course in statistics prior to enrollment in NUR 683 (Post-baccalaureate student)
- J. Successful completion of an undergraduate course or its equivalent in Physical Assessment prior to enrolling in NUR 694 and its corresponding health assessment practicums or NUR 615/616 (Post-baccalaureate student).

## DNP Degree Requirements

The post-baccalaureate and post-master's pathways leading to the DNP include a sequence of courses in three (3) major areas: core courses, role core and/or support courses, and specialty role courses. Core courses include learning experiences in statistics, data analysis, research process and utilization, evidence-based practice, ethics, policy, and care management as well as negotiation and dispute resolution.

Role core and/or support courses provide students with a foundation in advanced health assessment and diagnostics, advanced pharmacology, advanced pathophysiology as well as advanced concepts in finance and health care and dispute resolution. Students selecting the clinical systems administrator role option will enroll in business courses related to finance and economics. Specialty and role courses provide students both classroom and practicum opportunities in the student's specialized role option.

Please note that the number of credit hours in each area is commensurate with the role option and whether the student is enrolled in the post-baccalaureate or post-master's program.

Both post-baccalaureate and post-master's students in the DNP program are required to complete a scholarly project demonstrating synthesis of the knowledge, skills, and attitudes acquired in the core, role support and role specialty courses. The project documents achievement of the program objectives. The project requires that students collaborate with scholars from nursing and other disciplines to design, manage, and evaluate clinical practices and organizational systems. The types of scholarly projects include: quality improvement projects, program development and evaluation, evaluation of new practice models, guidelines, or innovation, and/or participating in faculty research.

Additional courses in cardiovascular, gerontology, and oncology are available for students enrolled in selected nurse practitioner and clinical nurse specialist role options. Courses in curriculum, instruction, and educational evaluation are available to all students regardless of their chosen option.



## Master's of Science in Nursing: Overview

The Master of Science in Nursing (M.S.N.) program uses as its foundation the baccalaureate in nursing. The graduate curriculum in nursing is designed to prepare advanced practice and, as a secondary goal, to establish a foundation for future doctoral study in nursing. Emphasis is placed on preparing graduates with advanced competencies in nursing practice and advanced role knowledge to meet the demands of the changing health care environment. Students complete requirements for master's core courses, role core and/or support courses, and advanced nursing practice courses. Role options currently available to students are:

Advanced Practice Nurse (Clinical Nurse Specialist or Nurse Practitioner)  
Clinical Nurse Leader  
Clinical Systems Administrator

Students selecting the advanced practice nurse role will also select a population focus. Population foci currently available are:

Adult (Primary, Acute Care, and Behavioral Health)  
Pediatric  
Pediatric Acute Care  
Family  
Neonatal

The advanced practice nurse role also offers sub-specialty in Cardiology and Oncology. The number of credit hours for the master's program range from 35-51. The required credit hours for graduation are commensurate with the student's chosen role option. The full and part-time plans of study are available for all options. Detailed Programs of Study are available for review at: <http://www2.creighton.edu/nursing/programs/mastersprogram>  
The M.S.N. program is accredited by the Commission on Collegiate Nursing Education (CCNE).

## M.S.N. Program Objectives

The M.S.N. program is designed to prepare nurses who:

1. Analyze theoretical concepts and knowledge from nursing and other disciplines relevant to advanced nursing practice in the provision and improvement of health care.
2. Assume leadership in designing, managing and implementing quality, cost-effective and innovative services to clients in a variety of health care settings.
3. Incorporate knowledge of population-based care and cultural influences in ensuring appropriate and sensitive health care.
4. Influence health policy formulation and implementation to address socioeconomic and health care issues.
5. Demonstrate proficiency in analyzing and utilizing research from nursing and other relevant disciplines to improve practice.
6. Engage in a systematic process of moral reasoning and values-based dialogue to resolve/address ethical dilemmas/situations.
7. Demonstrate competencies as nurse practitioners, clinical nurse specialists, clinical nurse leaders, or clinical systems administrators.

## M.S.N. Admission Requirements

Admission into the School of Nursing M.S.N Program is based on academic acceptance by the Graduate School.

**Academic Acceptance by the Graduate School is based on meeting the following requirements:**

- A. Bachelor of Science degree with a major in nursing from a NLN or CCNE accredited college or university.
- B. An official transcript of all previous academic work at the collegiate level.
- C. A cumulative GPA of 3.00 on a 4.0 scale. The cumulative GPA is based on all previous academic work at the collegiate level.
- D. Three recommendations from persons able to evaluate the applicant's academic potential as well as current potential competency in nursing. One recommendation from a clinical nursing employer or supervisor is required.
- E. A current unencumbered professional nursing license.

Applicants who do not meet the above criteria will be considered on an individual basis.

**NOTE:** The School of Nursing requires all students from countries in which English is not the native language to demonstrate competence in English by a score of 550 in the TOEFL (Test of English as a Foreign Language) examination or 80 on the Internet-based Test (iBT) at the graduate level.

2. Upon acceptance into the School of Nursing M.S.N. program, students must meet certain conditions of enrollment:

### Conditions of Enrollment

- A. Completion of required immunizations for all Creighton Health Sciences students.
- B. Verification of professional RN licensure to practice nursing in Nebraska.
- C. Completion of a background investigation.
- D. Completion of drug screening.
- E. Current certification in Basic Life Support (BLS) for health professionals.
- F. Verification of physical examination attestation form.
- F. Validation of ability to meet the cognitive, affective and psychomotor requirements (Safety and Technical Standards).
- G. A minimum of 2000 hours of employment in a direct care setting prior to enrollment in the course NUR 694 and the corresponding health assessment practicums. A minimum of 2000 hours of employment in the care of critically ill newborns/infants prior to enrolling in NUR 615/616 is required.
- H. Successful completion of undergraduate course in statistics prior to enrollment in NUR 683.
- I. Successful completion of an undergraduate course or its equivalent in Physical Assessment prior to enrolling in NUR 694 and its corresponding health assessment practicums or NUR 615/616.

## M.S.N. Degree Requirements

All graduate students' programs of study include a sequence of courses in three (3) major areas: core courses, role core and/or support courses, and specialty role courses. Core courses include learning experiences in statistics, data analysis, research process and utilization, evidence-based practice, ethics, policy, and care management. The credit hours for core course requirements range from 12-15 hours. Role core and/or support courses provide students selecting the clinical nurse leader, nurse practitioner or clinical nurse specialist role options with a foundation in advanced health assessment and diagnostics, advanced pharmacology, advanced pathophysiology as well as advanced concepts in finance and health care.

Students selecting the clinical nurse leader or clinical systems administrator role options will enroll in role courses related to finance, policy, negotiation and dispute resolution. Credit hours for the role core and support courses range from 14-18 hours.

Specialty and role courses provide students both classroom and practicum opportunities in the student's specialized role option. Credit hours for specialty and role courses range from 10-19 hours. Please note that the number of credit hours in each area is commensurate with the role option. Additional courses in cardiovascular, gerontological, and oncology nursing are available for students enrolled in selected nurse practitioner and clinical nurse specialist role options. Courses in curriculum, instruction, and educational evaluation are available to all students regardless of their specific role option.

### NUR 500 Genetics Across the Lifespan (3) I, II

NUR 500 focuses on the application of genetic principles across the lifespan through a variety of perspectives. Content will focus on the basic mechanisms of genetic inheritance and the genetic contribution to rare and common disorders. The psychological impact of genetic disorders at the individual and family level will be discussed. The impact of genetics on health promotion, disease prevention and treatment and nursing responsibilities will be discussed. Emphasis will be placed on critical examination of the psychological, social, ethical, legal, cultural, policy and professional implications of the integration of genetics into healthcare.

- NUR 501 Global Health Issues (3)**  
NUR 501 is designed for health science division students and health care providers, specifically advanced public health/global health nursing students, interested in increasing their knowledge and skills in international and cross-cultural health. With an Ignatian focus this course emphasizes issues and skills that enhance the practice of health personnel, especially those intending to apply their skills in settings outside the USA. Many dimensions of global health are addressed, including social structure, political, economic, cultural, technological, educational, demographic, geographic, and environmental. Several non-US health care systems are discussed, along with implications for professional competencies required in order to maximize global understanding and cooperation. Students prepare to participate as health professionals in opportunities to work, travel, and study abroad. **P: Upper division undergraduate or graduate enrollment.**
- NUR 606 Pharmacotherapeutics for Advanced Practice Nurses (3) I**  
NUR 606 focuses on pharmacotherapeutic effects and clinical uses of specific drug groups as relevant to health care. Pharmacological mechanisms associated with drug interactions, incompatibilities, side effects, contraindications and patient education are discussed as a basis for clinical judgments in managing patients with common acute and stable chronic conditions. Designed to meet requirements for nurse practitioners to practice with prescriptive privileges.
- NUR 608 Assessment of Public and Community Health (3) II**  
NUR 608, building on Ignatian values, focuses on the assessment of multiple and interactive determinants of public and community health. Ecological and epidemiological frameworks addressing diverse physical, age/developmental levels, genetic/genomic, social, cultural, behavioral, economic, and environmental factors influencing population health are evaluated and applied. Social justice issues, health policy decision-making, and public policy impacts on population health are analyzed. **CO: NUR 613; P or CO: NUR 684.**
- NUR 613 Practicum I: Health Assessment of Populations and Communities (2) II**  
NUR 613 is a preceptor-supervised practice course for advanced public health/global health nursing students as they focus on the assessment of multiple and interactive health determinants of populations and communities. Building on the knowledge and skills learned in their baccalaureate nursing programs, previous courses, and in nursing practice, students focus on developing advanced public health nursing competencies. Using an Ignatian perspective students work with preceptors, interdisciplinary colleagues, and public/community members to utilize ecological and epidemiological frameworks in assessing diverse physical, age/developmental, genetic/genomic, social, cultural, behavioral, economic, public policy and environmental factors influencing community and population health. **CO: NUR 608.**
- NUR 614 Pharmacotherapeutics for Neonatal Intensive Care (3) I**  
NUR 614 examines the pharmacotherapeutic effects and clinical uses of specific drug groups related to the care and management of neonates in the intensive care nursery. Pharmacological principles, mechanisms of action, associated drug interactions, incompatibilities, side effects, contraindications and patient education will be discussed as a basis for clinical judgments in managing the sick neonate in the intensive care unit. Specific problems inherent in drug therapy in the neonate and implications for nutritional support and pain management will be discussed.
- NUR 615 Advanced Neonatal Assessment (2) II**  
NUR 615 incorporates knowledge of neonatal physiology and pathophysiology to expand the assessment skills of advanced practice neonatal nursing students. The course includes perinatal history taking, physical assessment and examination techniques, gestational age assessment, APGAR scoring, developmental and behavioral assessment, and cultural/social family evaluation. **P: 2000 hours of direct clinical practice as a registered nurse in NICU; NUR 652; CO: NUR 616, P or CO: 693.**
- NUR 616 Practicum I: Neonatal Assessment (1) II**  
NUR 616 is a preceptored practicum applying knowledge of neonatal physiology and pathophysiology to expand the assessment skills of advanced practice neonatal nursing students and clinical nurse leader students. A preceptored practicum experience (75 hours) performing physical, gestational, behavioral, and developmental assessments and family/social/cultural assessments of normal and high risk neonates. **P: NUR 652. CO: NUR 615, P or CO: 693.**
- NUR 617 Community Oriented Primary Care (3) S**  
NUR 617 introduces students to the principles of community-oriented primary care (COPC), which is a systematic approach to the delivery of health care. This course provides opportunities to bridge and unite clinical skills and community health and to apply knowledge of epidemiology, health assessment, health promotion and cultural competence to advanced practice nursing care of communities. For advanced public/global health nursing students only. **P: NUR 684, NUR 608 and 613; CO: NUR 619.**
- NUR 619 Practicum II: Community Oriented Primary Care (1) S**  
NUR 619 is a preceptor-supervised practice course for advanced public health/global health nursing students as they focus on health promotion and disease prevention for populations and communities. Students focus on developing advanced public health nursing practice competencies as they partner with communities to assure primary health care services that are accessible, coordinated, continuous-over-time, comprehensive, and accountable to a community population. Students work with preceptors, interdisciplinary teams, and public/community partners to design strategies to optimize health outcomes. **P: NUR 608, NUR 613. CO: NUR 617.**
- NUR 621 Practicum I: Care of the Well Child (1) II**  
NUR 621 is a supervised practice course for nurse practitioner and clinical nurse practitioner students in pediatrics. Building on the knowledge and skills learned in their baccalaureate programs of study and in the courses NUR 636, 646, NUR 693, and NUR 694, students in this course focus on developing advanced competencies in the assessment of health status of pediatric patients, in developing advanced nurse-patient relationships, and in developing advanced cultural competence. Students work in primary care settings with a focus on the well child with clinical preceptors who provide guidance and feedback in the areas of history and physical assessment and diagnostic reasoning. **P: NUR 636, NUR 646. CO: NUR 664, NUR 694; P or CO: NUR 693.**
- NUR 625 Diagnostic and Therapeutic Procedures for the Pediatric Acute Care Nurse Practitioner (1) II**  
NUR 625 is designed to provide students with opportunities to obtain advanced knowledge and clinical skills in diagnostic and therapeutic procedures related to the role of the Pediatric Acute Care Nurse Practitioner. Students also learn to select and interpret appropriate laboratory tests, x-rays, MRIs, CT scans, and other diagnostic tests utilized in the acute care setting. **CO: NUR 694.**
- NUR 631 Principles of Learning and Instruction (3) I**  
NUR 631 studies the processes, philosophies and supporting theories for designing curriculum and instruction. Includes a one credit practicum (60 contact hours) project in which this knowledge will be applied in the design and critique of a unit of instruction for nursing or health education.
- NUR 633 General Neonatal Management (1) S**  
NUR 633 provides the student with knowledge of general management principles in the newborn nursery, convalescent nursery and upon discharge from the NICU. Course content includes nutrition, pain management, thermoregulation, resuscitation, transitional care, discharge planning, developmental follow-up, the grief process, and general infant care to age 2 years. **P: NUR 614, 615, 687, 693. CO: NUR 639 or NUR 726.**
- NUR 635 Educational Evaluation (3) II**  
NUR 635 emphasizes systematic educational evaluation and its application to professional nursing education and client education programs. Topics of study include evaluation as a disciplined inquiry, frameworks for planning evaluations, the change process, norm-referenced vs. criterion-referenced measurement, reporting results, and cost-benefit analysis. **P: NUR 631; P or CO: Clinical practicum Courses.**
- NUR 636 Advanced Pediatric Pharmacology and Therapeutics (3) I**  
NUR 636 is designed to apply modern pharmacotherapeutic principles for pediatric patients and the use of best available evidence when prescribing and reviewing medication regimens. Students examine the rationale for using the different classes of drugs. Pharmacological principles, mechanisms of action, associated drug interactions, side effects, contraindications, and important points for patient and family education will be emphasized. Specific issues inherent in drug therapy for the pediatric population are highlighted.

- NUR 638 Practicum in Community-Based Teaching – Learning (3) S**  
NUR 638 is a practicum experience in teaching and evaluating the performance of undergraduate students in community-based classroom and clinical experiences, under the direction of an experienced faculty member. **P: NUR 631, 635.**
- NUR 639 Practicum II: Neonatal Nurse Practitioner (1) S**  
NUR 639 is a preceptor-supervised practicum course designed to begin development of the Neonatal Nurse Practitioner (NNP) role by providing care to infants in the delivery room, transition nursery, intermediate care nursery, and diagnostic procedures in the intensive care nursery. The student applies knowledge of prenatal evaluation; neonatal assessment; emergency assessment, diagnosis, and intervention; radiological evaluation; laboratory interpretation; and diagnostic reasoning to the care of normal and high risk neonates in the NICU including the areas of nutrition, pain management, and discharge planning. **P: NUR 616, 683, 751; P or CO: NUR 685.**
- NUR 643 Management of the High Risk Neonate I (4) I**  
NUR 643 provides students with didactic content in common high risk maternal/fetal conditions, neonatal cardiovascular, pulmonary, gastrointestinal, hematological, neurological, dermatological and infectious disorders. Content includes the management of the more common high risk conditions. **P: NUR 633; CO: NUR 644 or NUR 728.**
- NUR 644 Practicum III: Neonatal Nurse Practitioner (2) I**  
NUR 644 is a preceptor-supervised course designed to continue the development, the neonatal nurse practitioner by focusing on providing care to a group of stable infants in a Level III NICU. The experience provides the student with exposure to the more common high risk maternal/fetal conditions, neonatal cardiovascular, pulmonary, gastrointestinal, hematological, neurological, dermatological, genetic and infectious disorders as well as palliative care, development care and bereavement issues. **Prior to enrollment in this course students, in conjunction with their advisors, must secure approved preceptors. P: NUR 639; CO: NUR 643; P or CO: NUR 686, 692.**
- NUR 646 Advanced Pediatric Pathophysiology and Embryology (3) I**  
NUR 646 addresses normal developmental physiology, including both basic embryologic development and physiology of organ systems. The pathophysiology of human disease is contrasted with normal physiologic functions. The relationship between pathophysiologic occurrence & consequential clinical manifestations is explored. Clinical scenarios will be utilized to demonstrate an understanding of pathophysiology.
- NUR 651 Advanced Pathophysiology (3) I**  
NUR 651 is designed to provide the student with an understanding of the relationship between normal physiologic functioning and pathophysiologic phenomena and clinical manifestations of human responses to actual or potential health alterations across the lifespan. This base serves as one of the primary components for clinical assessment, decision-making, and management.
- NUR 652 Advanced Neonatal Pathophysiology (3) I**  
NUR 652 is designed to provide the student with an understanding of the relationship between normal embryology and fetal development and normal physiologic functioning with the pathophysiologic phenomena that can occur in the fetus and neonate. A relationship between the pathophysiologic occurrence and the consequential clinical manifestations will be explored. This base serves as one of the primary components for clinical assessment, decision-making, and management of neonatal disorders.
- NUR 657 Diagnostic and Therapeutic Procedures for Primary Care Nurse Practitioners (1) II**  
NUR 657 is designed to provide students with opportunities to obtain advanced knowledge and clinical skills in performing diagnostic and therapeutic procedures related to the role of the adult or family nurse practitioner in primary care settings.
- NUR 664 Well Child Care Management (1) II**  
NUR 664 is designed for acute care pediatric nurse practitioner students and focuses on the well child from birth through adolescence. Special attention will be given to health maintenance care of the high risk infant in the primary care setting. **P: NUR 636, 646; CO: NUR 621.**
- NUR 668 Advanced Cardiovascular Nursing (3) I**  
NUR 668 is designed to provide a conceptual base for students to diagnose and treat human responses to actual or potential cardiovascular health problems. Emphasis is placed on anatomy and physiology for the cardiovascular system, advanced assessment of patients with cardiovascular health problems, and common cardiovascular problems.
- NUR 671 Cardiovascular Disease: Risk Assessment, Risk Reduction, and Rehabilitation (2) S**  
NUR 671 is an elective support course for students in the adult acute care nurse practitioner or adult clinical nurse specialist programs of studies who choose to sub-specialize in cardiovascular nursing. It is also an elective course for other graduate nursing students interested in the outpatient management of patients with cardiovascular disease. This course focuses on assessment, diagnosis, and management of coronary artery disease as well as approaches to risk reduction and rehabilitation. The role of the advanced practice nurse in designing, implementing, and evaluating cardiovascular health promotion and disease management programs is examined from an evidence-based practice perspective. Cardiovascular disease prevention and management in a major element in the course.
- NUR 672 Electrocardiography for Advanced Nursing Practice (3) II**  
NUR 672 is a required support course for students in the adult acute care nurse practitioner or adult clinical nurse specialist programs of studies who choose to sub-specialize in cardiovascular nursing. It is an elective course for other graduate nursing students. Basic and advanced concepts related to electrophysiology and electrocardiography are presented. Evidence-based medical and nursing therapies are discussed for electrical abnormalities particularly as they apply to advanced practice nursing. Students are provided with opportunities for practicing 12-lead ECG and rhythm strip interpretation.
- NUR 675 Diagnostic and Therapeutic Procedures for Acute Care Nurse Practitioners (1) II**  
NUR 675 is designed to provide students with opportunities to obtain advanced knowledge and clinical skill in diagnostic and therapeutic procedures related to the role of the acute care nurse practitioner in acute and critical care settings.
- NUR 676 Differential Diagnosis of Adult Health Problems (1) II**  
NUR 676 is designed to apply the diagnostic reasoning process in determining differential diagnoses for common chief complaints of young, middle, and older adults. Using a body system framework, common presenting symptoms are discussed. Assessment of these presenting symptoms, their common causes, and the indicated laboratory and diagnostic studies are considered. **P: NUR 651; P or CO: NUR 693.**
- NUR 677 Differential Diagnosis of Pediatric Health Problems in Primary Care (1) II**  
NUR 677 is designed for students to apply the diagnostic reasoning process in determining differential diagnoses for common chief complaints of infants and children in the primary care setting. Using a body system framework, common presenting symptoms of infants and children, the focused history and physical exam, various diagnostic studies, and the common causes of the symptoms for infants and children are discussed. Students learn how to elicit needed information about the infant or child from parents/guardians. **P: NUR 651; P or CO: NUR 693.**
- NUR 683 Statistics and Data Analysis for Evidence-Based Nursing Practice (3) II**  
NUR 683 focuses on the appropriate uses of descriptive and inferential statistics for supporting evidence-based practice. Specifically, students develop skills in using statistical concepts and applications to interpret and present health care data for use in data-driven decisions. Emphasis is placed on parametric and nonparametric statistics. **P: Undergraduate statistics course.**
- NUR 684 Epidemiology (3) II**  
NUR 684 explores principles and methods of epidemiology as they are applied in advanced clinical practice with groups, communities, and populations. Infectious and noninfectious disease models are examined. Emphasis is placed on the application of epidemiological methods to questions related to individual, aggregate, community, and population health. This course highlights the interface between epidemiology, clinical practice, and public policies influencing health. **P: Undergraduate statistics course.**



- NUR 685 Exploring Evidence for Improving Outcomes (3) S**  
In NUR 685 students build on knowledge and skills needed for evidenced- based practice (EBP) that was developed in baccalaureate programs. Students are introduced to theoretical frameworks and to their relationship to developing evidence for practice. Strategies and models for EBP are discussed as are strategies for motivating and creating change in the clinical setting. Students identify a clinical practice or system problem and critique and synthesize the relevant research literature and other sources of evidence appropriate to the resolution of that problem. **P: NUR 683.**
- NUR 686 Evaluative Methods for Evidence-based Nursing Practice (3) I**  
NUR 686 focuses on the translation of scientific knowledge into complex clinical interventions and the evaluation of outcomes of evidence-based practice changes. Emphasis is placed on research designs and methods aimed at outcomes evaluation. Students utilize data management methods to evaluate outcomes. **P: NUR 685 into Post-master's DNP program.**
- NUR 687 Care Management and Outcomes Improvement (3) I**  
NUR 687 focuses on advanced nursing roles, patient-centered approaches to care, and improving outcomes using a care management process model. Theoretical formulations underlying relationship-based care, evidenced-based practice, quality improvement, and risk management are examined. Emphasis is placed on clinical quality and safety, and ethical and cultural issues related to care for specialized populations in unique clinical situations.
- NUR 689 Organizations as Complex Adaptive Systems (3) II**  
NUR 689 examines the complexity of diverse healthcare systems at the micro and macro levels. Using productive inquiry, students explore innovative infrastructures and processes that support the delivery of health care. Concepts, principles, and processes of complexity science, organization theory, management theory, and strategic planning are the main foci of this course. Students analyze the impact of accelerated change on their micro-systems and address the status quo, complacency, and standards of care within their respective practice environments. **P: NUR 687; P or CO: MBA 701, NUR 683, 684.**
- NUR 690 Practicum: Organizations as Complex Adaptive Systems (3) S (225 practicum hours)**  
NUR 690 is designed to increase the breadth of understanding of the competencies required of the administrative role. Through productive inquiry and organizational assessment, students examine the structures, processes, and outcomes important in the delivery of patient care. Students analyze the impact of accelerated change on the micro and macro systems, including the knowledge workers. **P: NUR 689; P or CO: NUR 685**
- NUR 691 Practicum II: Care Management and Outcomes Management (2) I**  
NUR 691 is designed to increase the breadth of the clinical nurse leader's role as a clinician, advocate, educator, team manager, and designer of care are offered. The clinician role will be emphasized through the application of concepts from outcome/care management, relationship based care models, and disease management in caring for patient cohorts with health alterations. Quality improvement and patient safety within the micro system will be a primary focus. **P: NUR 606, 651, 685, 694, 697. CO: NUR 686, 687, 688.**
- NUR 692 Financial Organization of U.S. Healthcare (2) I**  
NUR 692 is designed to provide a foundation in areas of accounting principles, financial planning and control, and use of a financial statement for decision-making and fiscal management. Specific content and issues related to healthcare financing and reimbursement for U.S. Medicare, Medicaid, and private insurers will be reviewed and differentiated from other selected countries.
- NUR 693 Diagnostic Reasoning for the Advanced Practice Nurse (1) II**  
NUR 693 introduces advanced practice nursing students to the diagnostic reasoning process for the purpose of establishing differential diagnoses for patients with common acute and chronic health problems regardless of age or clinical setting. Students are introduced to various diagnostic methods commonly used in decision making and to the common errors and optimizing strategies of each method. Emphasis is placed on the major steps of the hypothetico-deductive method. **P: NUR 651 or 652 and NUR 646.**
- NUR 694 Advanced Health Assessment (3) II**  
NUR 694 prepares students to develop a comprehensive database, including physical, gestational, developmental, behavioral, cultural/social, and family assessment using clinical techniques and appropriate diagnostic tests. The knowledge, skills, and abilities learned provide a foundation for development as advanced generalists or as advanced practice nurses in primary and/or acute care settings as they begin to diagnose acute, chronic, and episodic health problems or responses to health problems for individuals and families. The course includes 60 hours of laboratory experience. **P: NUR 651 and 2000 hours of direct care experience as professional nurse for students enrolled in the following advanced practice nursing tracks; Family, Adult, Adult Acute Care and Adult Psychiatric and Mental Health Nursing; or 2000 hours of direct pediatric nursing care and NUR 646(for students enrolled the Acute Care Pediatric Nurse Practitioner or Clinical Nurse Specialist Role). CO: NUR 695 or NUR 696 or NUR 697 or NUR 621; P or CO: NUR 693; NUR 676 or NUR 677 or NUR 727.**
- NUR 695 Practicum I: Health Assessment of Adults Across the Lifespan (1) II**  
NUR 695 is a preceptor-supervised practicum for advanced practice nurse (APN) students and clinical nurse leader (CNL) students. This course focuses on the development of advanced competencies in health assessment. Students work in clinical settings with preceptors who provide guidance and feedback in the areas of history and physical assessment and diagnostic reasoning. **P: NUR 606; NUR 651; CO: NUR 694; P or CO: NUR 693**
- NUR 696 Practicum I: Health Assessment of Individuals Across the Lifespan (1) II**  
NUR 696 focuses on developing advanced competencies in the assessment of health status of patients. Students work in clinical settings with preceptors who provide guidance and feedback in the areas of history and physical assessment and diagnostic reasoning. **P: NUR 651, NUR 606; CO: NUR 694; P or CO: NUR 693**
- NUR 697 Practicum I: Health Assessment of Adults in Acute and Critical Care (1) II**  
NUR 697 focuses on developing advanced competencies in the assessment of the health status of patients. Students work in clinical settings with preceptors who provide guidance and feedback in the areas of history and physical assessment and diagnostic reasoning. **P: NUR 606, NUR 651; CO: NUR 694; P or CO: NUR 693**
- NUR 698 Health Promotion and Disease Prevention for Populations and Communities (3) I**  
NUR 698 is designed to apply advanced public health approaches to disease prevention and health promotion with community clients and populations. The focus is on education and leadership of teams that influence health behaviors of community clients, screening and counseling activities, learning assessments, literacy levels, health education materials, and introduction to health program design and implementation. **P: NUR 617, NUR 619, or IC; CO: NUR 699 ( advanced public health/global health nursing students only).**
- NUR 699 Practicum III: Health Promotion and Disease Prevention for Populations and Communities (2) I**  
NUR 699 is a preceptor-supervised practice course for advanced public health/global health nursing students as they focus on health promotion and disease prevention for populations and communities. Students focus on developing advanced public health nursing practice competencies. Students work with preceptors, interdisciplinary teams, and public/community partners in coalitions for optimizing health outcomes. **P: NUR 617, NUR 619. CO: NUR 698.**
- NUR 700 Clinical Nurse Leader Residency (4) II**  
NUR 700 provides an intense preceptorship to apply the roles of clinician, outcomes manager, patient advocate, educator, information manager, micro system analyst/risk anticipator, team manager, and member of profession. Clinical opportunities will be designed that will allow the clinical nurse leader to focus on global health care and its implications for the micro system. **P: NUR 691, and all required research and theory core, leadership and policy care, and role support core courses. CO: NUR 701.**
- NUR 701 Clinical Nurse Leader Seminar (1) II**  
NUR 701 focuses on reflection, inquiry, and synthesis of the clinical nurse leader role. **CO: NUR 700.**

- NUR 702 Management of the High Risk Neonate II (2) II**  
This course is a continuation of didactic content providing the student with an in depth study of many neonatal conditions, including genetic & chromosome abnormalities, immunological, endocrine/metabolic, renal & genital, musculoskeletal, hepatic and EENT disorders with special emphasis on the extremely low birth weight infant and ethical/legal considerations. The course provides an overview of the management strategies and diagnostic techniques used in the assessment and care of some of the more complex neonatal diseases. **P: NUR 643. CO: NUR 753 or 872 or 875.**
- NUR 704 Health Care Policy and Law (2) II**  
NUR 704 addresses the legal, policy, political, and regulatory aspects of health care. Topical concepts include health policy from agenda setting through implementation to policy evaluation. Legal and regulatory concepts include the U.S. legal system, contracts, torts, negligence, corporate management, institutional liability, institutional taxation, antitrust laws, healthcare fraud and abuse, organizational admission and discharge, emergency care, treatment consent, medical records, regulation, etc. This course provides a foundational framework for assuming a leadership role in designing, influencing, and/or implementing policies to address critical health care issues.
- NUR 705 Advanced Pediatric Acute Care I (4) S**  
NUR 705 is designed to provide students with didactic content in common pediatric problems seen in the acute care setting. Content covers common pediatric disorders in the neurological, respiratory, cardiovascular, gastrointestinal, genitourinary, musculoskeletal, and hematological systems. Clinical decision making skills involved in the assessment of patients and the planning and implementing of therapeutic interventions associated with various disorders are addressed. **P: NUR 693, 694, 687, 664, 621, 727; CO NUR 726 or 706.**
- NUR 706 Practicum II: Pediatric Acute Care Nurse Practitioner (2) S**  
NUR 706 allows students to begin the development of the Pediatric Acute Care Nurse Practitioner role by providing health care services to pediatric patients & their families in the acute care setting. The emphasis of the course is on further developing clinical assessment and diagnostic reasoning skills and on diagnosing and treating common pediatric illnesses seen in the acute care setting. **P: NUR 621, NUR 625; CO: NUR 705; P or CO: NUR 685.**
- NUR 707 Clinical Specialization: Influencing Nursing Practice and Care Management (1) II**  
NUR 707 is one of two seminar courses designed to inform graduate nursing students about the role of the clinical nurse specialist and broaden students' knowledge of the conceptual frameworks, spheres of influence, literature sources, and selected statutes associated with the role of the CNS. Opportunities are provided to explore the role components of the CNS and to consider ways in which the CNS influences nursing practice and disease management of patients in a targeted specialty population. Standards of CNS practice and education are discussed as are practice models and sample position descriptions appropriate to the role. **P: NUR 687; CO: NUR 697 or NUR 616 or NUR 621.**
- NUR 708 Advanced Pediatric Acute Care II (4) I**  
NUR 708 focuses on the application of the care management process to selected high acuity pediatric conditions in the acute care setting. Selected issues related to high acuity disorders and the management of compromised respiratory, neurological, and cardiovascular disorders are discussed. Students are prepared for triage and assessment of the deteriorating patient in the acute care setting and initial stabilization of that patient. This includes pharmacologic management, basic ventilator management, and other therapeutic interventions. An understanding of human physiology, the pathophysiology of disease states and the scientific rationale for management strategies are emphasized. **P: NUR 705, 706 or 726 CO: NUR 709 or 728.**
- NUR 709 Practicum III: Pediatric Acute Care Nurse Practitioner (2) I**  
NUR 709 is designed to provide students the opportunity to continue development of the Pediatric Acute Care Nurse Practitioner role by providing health care services to pediatric patients and their families in acute care settings. The emphasis of the course is on further developing clinical assessment, diagnostic reasoning skills, and on diagnosing and treating common and more complicated acute care pediatric patients with increased acuities. **CO: NUR 708; P or CO: NUR 686.**

- NUR 710 Clinical Specialization: Ensuring Safety and Quality of Nursing Practice (1) S**  
NUR 710 is designed to inform students about the role of the clinical nurse specialist (CNS) and to explore ways in which the CNS ensures safety and quality of nursing practice. Theoretical underpinnings of selected non-disease based causes of illness are addressed as are symptoms, functional problems, and risk behaviors encountered by the CNS. Students are offered opportunities to analyze the role of the CNS in the patient sphere of influence, the nurse sphere of influence, and the organization sphere of influence. **P: NUR 707; CO: NUR 726.**
- NUR 711 Advanced Pediatric Acute Care III (2) II**  
NUR 711 is designed to assist students with the development of advanced skills in identifying the needs and interventions for medically fragile children and their families who are frequently cared for in the acute care setting. The course addresses the chronic health care needs, the acute episodes, and the community resources needed for care. **P: NUR 708, NUR 709 or 728; CO: NUR 712 or 803 or 872 or 748.**
- NUR 712 Residency: Pediatric Acute Care Nurse Practitioner (4) I, S**  
NUR 712 is the final preceptor-supervised practicum course for students in the Master's degree program in which students are immersed in their advanced practice nursing role. The emphasis of the course is on developing competence in diagnosing and treating a full range of common acute, complex acute and chronic health problems of pediatric patient in the acute care setting. **P: All required Research and Theory Core, Leadership and Policy Core, Role Support, and Role Specialty Courses.**
- NUR 713 Using SPSS for Data Analysis (2) S**  
NUR 713 is an elective course that focuses on data manipulation, management, and analysis using SPSS (Statistical Package for the Social Sciences). Students develop skills essential to data base construction and design as well as conducting statistical analyses and interpreting results. In this applied course, students employ a hands-on approach working with real data sets. **P: NUR 683 (or its equivalent) or IC.**
- NUR 714 Primary Care of Adults I (3) S**  
NUR 714 provides a theoretical and practical base for students to diagnose and manage common and uncomplicated acute episodic and chronic health problems of adults that are managed predominantly in primary care settings. Content includes management strategies from the domains of nursing, medical, and pharmacological therapeutics, and emphasizes direct care to patients with health problems in selected body systems. The student is expected to apply the concepts and theories discussed in class to the care of adult patients in concurrent and subsequent clinical practicum courses. **P: NUR 676, 687, 693, 694, 695 or 696; CO: NUR 715 or 716 or 717.**
- NUR 715 Practicum II: Family Nurse Practitioner (2) S**  
NUR 715 allows students to begin the development of the family nurse practitioner role by providing health care services to patients across the lifespan in primary care settings. The course emphasizes the further development of clinical assessment and diagnostic reasoning skills in the diagnosis and treatment of common and uncomplicated acute episodic and chronic health problems of adults, pregnant women, and children. **P: NUR 657, NUR 676, NUR 677, NUR 683, NUR 696; CO: NUR 714, 717; P or CO: NUR 685**
- NUR 716 Practicum I: Adult Nurse Practitioner (2) S**  
NUR 716 is designed to allow students to develop their role as adult nurse practitioners by providing health care services to patients across the lifespan in primary care settings. The emphasis of the course is on further developing clinical assessment and diagnostic reasoning skills and on diagnosing and treating common and uncomplicated acute episodic and chronic health problems of adults who present and are treated predominantly in primary care settings. **P: NUR 657, 695, 676, 693; CO: NUR 714; P or CO: NUR 685.**
- NUR 717 Maternal and Well Child Care Management (1) S**  
This course provides a theoretical and practical base for students to diagnose and manage the normal pregnant woman and common complications of pregnancy and the well child from birth through adolescence. Content includes management strategies from the domains of nursing, medical and pharmacological therapeutics. Special emphasis is placed on health promotion and health maintenance. The student is expected to apply the concepts and theories discussed in class to the care of maternal-child patients in concurrent and subsequent clinical practicum courses. **P: NUR 677, 687, 693, 694, 696; CO: NUR 714, 715.**

- NUR 718 Advanced Adult Acute Care Nursing I (4) S**  
NUR 718 provides a theoretical and practical base for Adult Acute Care Nurse Practitioner and Adult Clinical Nurse Specialist students to diagnose and manage health problems of adults across the lifespan in a variety of settings including primary, acute, and critical care. Content includes management strategies from the domains of nursing, medical, and pharmacology and emphasizes direct care to patients with health problems in selected organ systems. **P:** NUR 693, 694, 697, 676, 729, 687; **CO:** NUR 719 or 726.
- NUR 719 Practicum II: Adult Acute Care Nurse Practitioner (2) S**  
NUR 719 focuses on the development of the adult acute care nurse practitioner role by providing health care services to adults across the lifespan in primary and acute care settings. The course emphasizes clinical assessment and diagnostic and reasoning skills, and the treatment of common diseases in young, middle age and older adults and their families in primary and acute care settings. **P:** NUR 675, 676, 683, 697; **CO:** NUR 718; **P or CO:** NUR 685.
- NUR 720 Primary Care of Adults II (3) I**  
NUR 720 is designed to provide a theoretical and practical base for students to diagnose and manage more complicated acute episodic and chronic health problems of adults across the lifespan that present predominantly in primary care settings. Content includes management strategies from the domains of nursing, medical, and pharmacological therapeutics, and emphasizes direct care to patients with health problems in selected body systems. The student is expected to apply the concepts and theories discussed in class to the care of adult patients in concurrent and subsequent clinical practicum courses. **P:** NUR 714, NUR 715 or 716; **CO:** NUR 721 or 724.
- NUR 721 Practicum III: Family Nurse Practitioner (2) I**  
NUR 721 allows students to continue the development of the family nurse practitioner role by providing health care services to patients across the lifespan in primary care settings. This course emphasizes further development of clinical assessment and diagnostic reasoning skills and the diagnosis and treatment of common and more complicated acute episodic and chronic health problems of adults, pregnant women and children. **P:** NUR 714, 715, 717; **CO:** NUR 720; 722; **P or CO:** NUR 686 ; NUR 692.
- NUR 722 Child Care Management (2) I**  
NUR 722 provides a theoretical and practical base for students to diagnose and manage common and uncomplicated acute episodic and chronic health problems of infants and children that are managed predominantly in primary care settings. Content includes management strategies from the domains of nursing, medical and pharmacological therapeutics. The student is expected to apply the concepts and theories discussed in class to the care of pediatric patients in concurrent and subsequent clinical practicum courses. **P:** NUR 717; **CO:** NUR 721, 720.
- NUR 723 Residency: Family Nurse Practitioner (4) II**  
NUR 723 is the final preceptor-supervised practicum course in the Master's Degree Program in which students are immersed in the advanced practice nursing role. Students will develop competency in diagnosing and treating a full range of common acute and chronic health problems of adult, pregnant women and children who present and are treated predominantly in primary care settings. **P: Successful completion of all required research and theory core, leadership and policy core, role and support core and specialty and role courses.**
- NUR 724 Practicum III: Adult Nurse Practitioner (2) I**  
NUR 724 is a preceptor-supervised practicum course for adult nurse practitioner students. This course emphasizes the provision of health care services to adults across the lifespan in primary care settings. The course focuses on further developing clinical assessment and diagnostic reasoning skills. Students will develop competency in diagnosing and treating common and more complicated acute episodic and chronic health problems of adults who present and are treated predominantly in primary care settings. **P:** NUR 716; **CO:** NUR 720; **P or CO:** NUR 686.
- NUR 725 Residency: Adult Nurse Practitioner (4) II**  
NUR 725 is the final preceptor-supervised practicum course in the Master's Degree Program in which students are immersed in the advanced practice nursing role. Students will develop competency in diagnosing and treating a full range of common acute and chronic health problems of adults who present and are treated predominantly in primary care settings. **P: All required research and theory core, leadership and policy core, role and support core and specialty and role courses.**
- NUR 726 Practicum II: Clinical Nurse Specialist (2) S**  
NUR 726 is a preceptor-supervised practicum for clinical nurse specialist students. The scope of practice of clinical nurse specialists is comprised of competencies in three overlapping spheres of influence, including patient, nurse and system. The emphasis of this course is the development of the patient sphere of influence in students' target populations. Through direct patient care experiences, students apply best evidence as they assess, diagnose, and manage disease and actual and potential responses to disease. **P:** NUR 707; NUR 616 or NUR 621 or NUR 697; NUR 676; **CO:** NUR 710; NUR 633 or NUR 705 or NUR 718; **P or CO:** NUR 685.
- NUR 727 Differential Diagnosis of Pediatric Health Problems in Acute Care (1) II**  
NUR 727 is designed to allow students to apply the diagnostic reasoning process in determining differential diagnoses for common chief complaints of infants and children in the acute care setting. Using a body system framework, faculty and students discuss common presenting symptoms of infants and children, the focused history and physical exam appropriate to each presenting symptom, laboratory and diagnostic studies indicated to discern the nature of the problem, and the common causes of the symptoms. Students learn how to elicit needed information about the infant or child from parent or guardian. **P:** NUR 646; **P or CO:** NUR 693.
- NUR 728 Practicum III: Clinical Nurse Specialist (2) I**  
NUR 728 is a preceptor supervised practicum for clinical nurse specialist students. The scope of practice of clinical nurse specialists is comprised of competencies in three overlapping spheres of influence, including patient, nurse and system. The emphasis of this course is the development of the nurse sphere of influence in students' target populations. Through mentoring and nursing process changes, students learn to empower nurses to develop caring, evidence-based practices designed to alleviate patient distress, facilitate ethical decision-making, and respond to diversity. **P:** NUR 710, NUR 726; **CO:** NUR 643 or NUR 708 or NUR 746; **P or CO:** NUR 686.
- NUR 729 Pharmacotherapeutics for Acute and Critical Care (2) II**  
NUR 729 focuses on the pharmacotherapeutic effects and clinical uses of specific drug groups related to the care and management of patients in acute and critical care settings. Pharmacological principles, mechanisms of action, associated drugs interactions, incompatibilities, side effects, contraindications, and patient education are discussed as a basis for clinical judgments in acute and critical care. Problems inherent in drug therapy of specific patient populations are emphasized. **P:** NUR 606.
- NUR 746 Advanced Adult Acute Care Nursing II (4) I**  
NUR 746 provides a theoretical and practical base for Adult Acute Care Nurse Practitioner and Adult Clinical Nurse Specialist students to diagnose and manage health problems of adults, across the lifespan, in a variety of settings including primary, acute and critical care. Content includes management strategies from the domains of nursing, medicine, and pharmacology, and emphasizes direct care to patients with health problems in selected organ systems. Building on knowledge skills and attitudes learned in NUR 718 students are expected to apply the concepts and theories discussed in class to the care of adult patients across the lifespan. **P:** NUR 718; NUR 719 or NUR 726; **CO:** NUR 749 or NUR 728.



- NUR 747 Advanced Adult Acute Care Nursing III (2) II**  
NUR 747 provides a theoretical and practical base for Adult Acute Care Nurse Practitioner and Adult Clinical Nurse Specialist students to diagnose and manage health problems of adults, across the lifespan, in a variety of settings including primary, acute and critical care. Content includes management strategies from the domains of nursing, medicine, and pharmacology, and emphasizes direct care to patients with health problems in selected organ systems. Building on knowledge skills and attitudes learned in NUR 718 and NUR 746 students are expected to apply the concepts and theories discussed in class to the care of adult patients across the lifespan. **P: NUR 746; NUR 749 or NUR 728; CO: NUR 759 or NUR 872.**
- NUR 748 Residency: Clinical Nurse Specialist (4) II**  
NUR 748 is the final preceptor supervised practicum for clinical nurse specialist students in the master's degree program. The scope of practice of clinical nurse specialists is comprised of competencies in three overlapping spheres of influence, including patient, nurse and system. While continuing to focus on their target population of patient and nursing practice with that population, students in this course emphasize the development of the system sphere of influence and, to the extent possible, engage in the full scope of clinical nurse specialist practice. **P: Successful completion of all research and theory core, leadership and policy core, role support core, and specialty and role courses. CO: NUR 702 or NUR 711 or NUR 747.**
- NUR 749 Practicum III: Adult Acute Care Nurse Practitioner (2) I**  
NUR 749 focuses on the development of the adult acute care nurse practitioner role by providing health care services to adults across the lifespan in acute care settings. The course emphasizes clinical assessment and diagnostic and reasoning skills, and the treatment of common diseases in young, middle age and older adults and their families in acute care settings. **P: NUR 718, NUR 719; CO: NUR 746; P or CO: 686.**
- NUR 750 Residency: Adult Acute Care Nurse Practitioner (4)**  
NUR 750 is the final preceptor supervised practicum course for students in the master's degree program in which they are immersed in their advanced practice nursing role. Emphasis of the course is on developing competence in diagnosing and treating a full range of common acute and chronic health problems of young, middle age and older adults who present and are treated predominantly in acute and critical care settings. **P: All research and theory core, leadership and policy core, role support core, and specialty and role courses; CO: NUR 747.**
- NUR 751 Diagnostic and Therapeutic Procedures for Neonatal Nurse Practitioner (1) II**  
NUR 751 provides students with opportunities to obtain advanced knowledge and clinical skills in diagnostics and therapeutic procedures related to the role of the neonatal nurse practitioner in the NICU. Neonatal resuscitation program certification and instructor certification are part of this course. **CO: NUR 615, NUR 616.**
- NUR 752 Embryology and Genetics of the Developing Newborn (2) I, S**  
NUR 752 is designed to prepare neonatal advanced practice nurses to use embryology, genetics, and developmental concepts when assessing neonatal and pediatric patients in various environments and with a variety of healthcare conditions.
- NUR 753 Residency: Neonatal Nurse Practitioner (5) II**  
NUR 753 is the final preceptor supervised practicum course for neonatal nurse practitioner students in the master's degree program in which students are immersed in their advanced practice nursing role. The course allows students to complete the trajectory from novice to competent advanced practice nurse by providing care to a group of critically-ill infants in the Level III NICU. **P: All required research and theory core, leadership and policy core, role support core courses and specialty and role courses; CO: NUR 702.**
- NUR 754 Advanced Oncology Nursing I (3) I**  
NUR 754 is an elective course for graduate nursing students in the adult acute care or primary care nurse practitioner, adult clinical nurse specialist or clinical nurse leader programs of study who choose to enhance their oncological nursing knowledge. This course is designed to provide a scientific and evidence-based framework for care of the oncology patient. The course will include epidemiology, pathophysiology, genetics and genomics of cancers, screening and diagnosis, common treatment modalities, symptom management, and psychosocial issues associated with the cancer trajectory. Palliative and end of life care, cancer survivorship, and economic issues associated with cancer care will also be addressed. **P or CO: NUR 720 or 746 or IC.**
- NUR 755 Advanced Oncology Nursing II (3) II**  
NUR 755 is an elective course for graduate nursing students in the adult acute care or primary care nurse practitioner, adult clinical nurse specialist, or clinical nurse leader programs of study who choose to enhance oncologic nursing knowledge. Knowledge and concepts from NUR 754 are applied to the discussion of breast, gynecologic, prostate, testicular, gastrointestinal, lung, and head and neck cancers; hematologic cancers; sarcomas; and skin cancers. Oncological emergencies are addressed. **P: NUR 754 or IC.**
- NUR 756 Health Promotion and Disease Prevention in the Older Adult (3)**  
NUR 756 is an elective course designed for graduate nursing students who choose to sub-specialize in gerontologic nursing. Students will utilize health promotion and health protection principles in the delivery of care to the older adult, families and to caregivers. Demographic trends and stereotypes, as well as biological and psychosocial theories of changing of aging are explored. Quality of life issues through the utilization of health promotion strategies are a focus combined with prevention strategies for age-specific diseases and syndromes. **P or CO: NUR 606, NUR 651, NUR 694 or IC.**
- NUR 757 Assessment and Management of Acute and Chronic Illness in the Older Adult (3)**  
NUR 757 is an elective course designed for graduate nursing students who choose to sub-specialize in gerontologic nursing. This course provides a conceptual base for students to assess, diagnose, and clinically manage older adults as they respond to acute and chronic health problems. **P or CO: NUR 606, NUR 651, NUR 694 or IC.**
- NUR 758 Program Development & Evaluation with Community Clients (3) II**  
NUR 758 integrates in-depth knowledge of community health assessment and collaboration skills to provide evidence-based care for communities and populations. Content includes program design and evaluation strategies from the domains of nursing, public health, environmental health, occupational health and education. Disaster preparedness and the leadership roles and responsibilities of public health specialists are explored. This course assists the student to enhance knowledge and skills needed to effectively collaborate with community partners to design effective programs and policies and measure their success. **P: NUR 698, NUR 699; NUR 686 and NUR 692 (Advanced Public Health/Global Health Nursing students only). CO: NUR 769.**
- NUR 759 Practicum IV: Adult Acute Care Nurse Practitioner (2) II**  
NUR 759 focuses on the development of the adult acute care nurse practitioner role by providing health care services to adults across the lifespan in acute care settings. The course emphasizes the diagnosis and treatment of a full range of common acute and chronic health problems of young, middle age and older adults and their families in acute and critical care settings. **P: NUR 746, NUR 749; CO: NUR 747; NUR 899.**
- NUR 760 Practicum IV: Adult Nurse Practitioner (2) II**  
NUR 760 allows students to continue the development of the adult nurse practitioner role by providing health care services to individuals, families and groups in primary care settings. This course emphasizes further development of clinical assessment and diagnostic reasoning skills and the diagnosis and treatment of common acute and chronic health problems of adults who present and are treated predominantly in primary care settings. **P: NUR 720; NUR 724 CO: NUR 899; P or CO: NUR 684.**
- NUR 761 Practicum IV: Family Nurse Practitioner (2) II**  
NUR 761 allows students to continue the development of the family nurse practitioner role by providing health care services to patients in primary care settings. This course emphasizes further development of clinical assessment and diagnostic reasoning skills and the diagnosis and treatment of common acute and chronic health problems of adults, pregnant women and children. **P: NUR 720, 721, 722; CO: NUR 899; P or CO: NUR 684.**

- NUR 762 Integrating Advanced Neuroscience and Psychopharmacotherapeutics (3) S**  
NUR 762 provides students with an introduction to the neurosciences and the role the specialty plays in the understanding of the genetics, pathophysiology, diagnosis, and psychopharmacotherapeutic treatment of behavioral health disorders. Building on the principles in the advanced pathophysiology and advanced pharmacology courses, NUR 762 emphasizes the relationships between neurobiology, symptomatology, and the implications for pharmacological intervention for common adult mental disorders. The major classifications of psychotropic medication and adjunct medications are highlighted with emphasis on the role of the psychiatric nurse practitioner in the pharmacologic treatment of presenting symptoms for major mental disorders. **P: NUR 606, NUR 651.**
- NUR 763 Differential Diagnosis of Adult Behavioral Health Problems (3) S**  
NUR 763 allows students to apply the diagnostic reasoning process contained in, and associated with, the Diagnostic and Statistical (DSM) Manual. This course emphasizes the methods for determining differential diagnoses for common mental disorders. Using various teaching and learning modalities, students discuss common presenting psychiatric symptoms in adults and their relationship to a DSM diagnosis. The structured diagnostic interview, physical examinations appropriate to the presenting symptoms, diagnostic and laboratory tests, and alternative diagnostic tests, such as the psychological examination, are discussed as methods to discern the nature of symptoms and the corresponding psychiatric diagnosis. **P: NUR 676, NUR 694, NUR 695; CO: NUR 765; Pre or CO: NUR 693.**
- NUR 764 Psychotherapeutic Modalities for Behavioral Health Problems (3) I**  
NUR 764 provides the student with an advanced discussion of current counseling, psychotherapy, and psycho-educational models. Various therapeutic approaches, including but not limited to cognitive behavioral therapy, dialectical behavior therapy, psychodynamic/psychoanalytic psychotherapy, motivational interviewing, and crisis intervention, are highlighted in this course. The student is exposed to both theoretical and practical applications of the models and each is associated with the population with which there is empirical support for use of that approach. **P: NUR 762; NUR 763, 765; NUR 687. CO: NUR 766.**
- NUR 765 Practicum II: Adult Psychiatric and Mental Health Nurse Practitioner (1) S**  
NUR 765 provides students the opportunity to collaborate with preceptors to conduct a comprehensive physical and mental health assessment, synthesize data from multiple sources, and determine an appropriate diagnosis for adult patients experiencing psychiatric disorders. In addition, in collaboration with their preceptor, students address medication management from prescription to effectiveness and side/adverse effects. **P: NUR 676, NUR 694, NUR 695 CO: NUR 763; P or CO: NUR 685.**
- NUR 766 Practicum III: Adult Psychiatric and Mental Health Nurse Practitioner (2) I**  
NUR 766 provides advanced practice students with the knowledge and skills necessary to effectively conduct individual therapy sessions in in-patient or community-based settings. Using evidence from interdisciplinary literature, selected models, theories, and research related to psychiatric disorders, their etiologies, and psychopharmacologic and nonpsychopharmacologic therapies, students use the care management model to direct the management of the individual adult patient seeking psychiatric care. The course addresses ethical challenges related to individual therapy and the advanced practice nurse's role in addressing these challenges. Students are expected to show continuous awareness of self and the impact of the self on the therapeutic relationship. **P: NUR 765; CO: NUR 764; P or CO: NUR 686.**
- NUR 767 Practicum IV: Adult Psychiatric and Mental Health Nurse Practitioner (2) II**  
NUR 767 continues to build on the knowledge and skills from NUR 766 and the advanced care management of individual adult patients with psychiatric disorders. Evidence-based practice guides the direct management of care of the adult patient seeking psychiatric care. NUR 767 provides students with the knowledge and skills necessary to effectively conduct group therapy sessions in the in-patient or community-based setting. Using evidence from interdisciplinary literature, selected models, theories, and research related to the structure and dynamics of group and the role of the advanced practice nurse are highlighted. The care management process model directs the students' role in conducting group therapy sessions. This course addresses ethical challenges related to conducting group therapy and the advanced practice nurse's role in addressing these challenges. **P: All required research and theory core, leadership and policy core, role support core and specialty and role core courses (MS degree seeking students); NUR 766. CO: NUR 768; NUR 899 (1 credit) (DNP degree seeking students).**
- NUR 768 Seminar: Readings in Psychotherapeutic Modalities (2) II**  
NUR 768 provides students with a continuation of the advanced discussion of counseling, psychotherapy, and psycho-educational models, begun in NUR 764. Various therapeutic approaches, including cognitive behavioral therapy, dialectical behavior therapy, psychodynamic/psychoanalytic psychotherapy, motivational interviewing, and crisis intervention, are discussed. Diagnosis specific treatment approaches, founded in specific models, are examined in depth and are evaluated with regard to evidenced based practice. Students are expected to explore a model in more depth as it relates to a specific psychiatric diagnosis for the adult population. **P: NUR 764; CO: NUR 767.**
- NUR 769 Practicum IV: Program Development and Evaluation with Community Clients (2)**  
NUR 769 is a preceptor-supervised practice course for advanced public health/global health nursing students. Students synthesize knowledge and skills learned in previous courses and in nursing practice to develop, implement, and evaluate programs for populations and communities. As they work with preceptors, interdisciplinary teams, and public/community partners, students continue to develop advanced public health nursing practice competencies. **P: NUR 698, NUR 699; CO: NUR 758, NUR 899 (For DNP students only).**
- NUR 787 Organizational Transformation (3) II**  
In NUR 787, students focus on maximizing the human resource potential within the organization. Students analyze the factors commonly associated with healthy work environments, and explore the impact of interprofessional collaboration and other evidenced-based management practices on professional nursing practice, performance, clinical outcomes, risk, and safety. Students examine ethical, legal, and regulatory policies and issues in human resource management. **P: NUR 686, 688, 690, NDR 600, NDR 604, NUR 704. CO: NUR 788; P or CO: NDR 608, NDR 611.**
- NUR 788 Practicum: Organizational Transformation (4) II**  
NUR 788 examines the organization for characteristics associated with healthy work environments and makes recommendations for the application of evidence based management practices as needed to improve professional nursing practice. Federal and state regulations are reviewed and assessed for their impact on organizational performance, clinical outcomes, risk, and safety. Students evaluate individual, group, and team performance within their organizations, and develop strategies for creating and sustaining a culture where quality and safety are paramount. The use of decision support systems to analyze structures, processes, and outcomes are incorporated. **P or CO: NUR 787; CO: NUR 899.**
- NUR 795 Directed Independent Study (1-6) I, II, S**  
Independent project on a topic designed by the student with approval of the advisor and program chair.
- NUR 796 Directed Independent Study (1-6) I, II, S**  
Independent project on a topic designed by the student with approval of the adviser and program chair. This course is graded Satisfactory/Unsatisfactory.
- NUR 799 Master's Thesis (3) I, II**  
NUR 799 is designed to assist the student in the preparation of the master's thesis. The thesis must demonstrate independent work based in part upon original material. Replication of studies is encouraged, explicitly when new digressions and/or innovative applications are involved. The thesis should present evidence of the student's thorough acquaintance with the literature of a limited field in nursing practice, administration and/or education. The student must be able to identify a researchable problem, prepare an acceptable proposal, collect and analyze data, write the thesis, and successfully complete an oral defense of the final document. **P: NUR 605.**

- NUR 801 Practicum V: Adult Psychiatric and Mental Health Nurse Practitioner (2) S**  
Preceptor-supervised practicum experiences will allow Adult Psychiatric and Mental Health Nurse Practitioner students to continue to employ evidence-based protocols, practice guidelines, and standards of care when providing direct care services to adults in individual and/or group therapy. Using the care management process model, the nurse-patient relationship models, and evidence-based practice guidelines and standards of care as context, advanced practice nursing students will implement culturally sensitive treatment plans, in collaboration with the interprofessional team, to treat acute and chronic psychiatric disorders and minimize co-morbid complications. Students will explore a current mental health policy issue/question pertinent to their area/setting of practice. Students will identify and work with stakeholders to develop strategies to promote policy change at the local, state and/or national level. **P: NUR 764, NUR 767, NUR 899; CO: NUR 899; P or CO: NUR 704.**
- NUR 802 Practicum VI: Adult Psychiatric and Mental Health Nurse Practitioner (3)**  
NUR 802 builds on the competencies developed during NUR 765, NUR 766, NUR 767, and NUR 768. Preceptor-supervised practicum experiences allow Adult Psychiatric and Mental Health Nurse Practitioner students to continue to employ evidence-based practice guidelines, and standards of care when providing direct care services to adults in individual and/or group therapy. Using the care management process model, the nurse-patient relationship models, and evidence-based practice guidelines as context, advanced practice nursing students will implement culturally sensitive treatment plans, in collaboration with the interprofessional team, to treat acute and chronic psychiatric disorders and minimize co-morbid complications. Students will address current public and private funding mental health mechanisms, the dynamics of managed care and the implications for structuring the delivery of mental health services to optimize cost-quality care outcomes. **P: NUR 801; NUR 899; CO: NUR 899; P or CO: NUR 692.**
- NUR 803 Practicum IV: Pediatric Acute Care Nurse Practitioner (2) II**  
NUR 803 is a preceptor-supervised practicum course for pediatric acute care nurse practitioner students. It allows students to continue the development of the pediatric acute care nurse practitioner role by providing health care services to pediatric patients and their families in the acute care setting. Students will further develop clinical assessment and diagnostic reasoning skills and diagnose and treat common and more complicated acute episodic and chronic health problems of pediatric patients in the acute care setting. **CO: NUR 711; NUR 899.**
- NUR 804 Practicum V: Pediatric Acute Care Nurse Practitioner (2) S**  
NUR 804 is a preceptor-supervised practicum course for pediatric acute care nurse practitioner students. It allows students to develop competence in the pediatric acute care nurse practitioner role by providing health care services to pediatric patients and their families in the acute care setting. As students diagnose and treat a full range of common acute and chronic health problems of pediatric patients with a wide range of acuity, they apply principles of epidemiology and concepts and theories related to health care policy and law within the health care setting and the profession. **P: NUR 684, NUR 704, NUR 711, NUR 803, NUR 899. CO: NUR 899.**
- NUR 805 Practicum VI: Pediatric Acute Care Nurse Practitioner (2) I**  
NUR 805 is a preceptor-supervised practicum course for pediatric acute care nurse practitioner students. It allows students to develop competence in the pediatric acute care nurse practitioner role by providing health care services to pediatric patients and their families in the acute care setting. As students diagnose and treat a full range of common acute and chronic health problems of pediatric patients with a wide range of acuity, they apply principles of systems and dispute systems design, conflict resolution, and group process facilitation while implementing evidence-based quality improvement projects. **P: NUR 804, NUR 899. CO: NUR 899; P or CO: NDR 600 or NDR 611, NDR 604, NDR 608.**
- NUR 864 Public Health Leadership (3) I**  
NUR 864 explores a variety of issues in public health including health disparities, social justice/injustice, and environmental health concerns. Students study the application of leadership strategies in the solution of complex problems in public health and challenges of the 21st century. With a focus on leadership with multi-disciplinary teams, students address organizational and management issues in the delivery of public health services. Students analyze public health case studies through a variety of perspectives including political, legal, social, economic, and epidemiological within the frameworks of social justice and Ignatian values. **P: NUR 758, NUR 769, NUR 704. CO: NUR 865; P or CO: NDR 604, 608, 600 or NDR 611.**
- NUR 865 Practicum V: Public Health Leadership (2) I**  
NUR 865 is a preceptor-supervised practice course for advanced public health/global health nursing students prior to residency. Students focus on implementing public health leadership principles in the collaborative solution of complex issues of populations and communities. Building on the knowledge and skills from previous coursework and in nursing practice, students continue to focus on developing advanced public health nursing competencies emphasizing interdisciplinary leadership. Students work with preceptors and mentors as well as interdisciplinary colleagues to understand the day-to-day workings of public health organizations at a variety of levels. **P: NUR 758, NUR 769, NUR 899. CO: NUR 864; P or CO: NUR 899.**
- NUR 866 Practicum V: Adult Acute Care Nurse Practitioner (2) S**  
NUR 866 focuses on the development of the adult acute care nurse practitioner role at the doctoral level by providing health care services to adults across the lifespan and their families in acute and critical care settings. The course emphasizes the diagnosis and treatment of a full range of common acute and chronic health problems of young, middle age and older adults and their families in acute and critical care settings. Students apply principles of epidemiology and concepts and theories related to health care policy and law within the health care setting and the profession. **P: NDR 604, NUR 684, NUR 704, NUR 747, NUR 759, NUR 899; CO: NUR 899.**
- NUR 867 Practicum VI: Adult Acute Care Nurse Practitioner (2) I**  
NUR 867 focuses on the development of the adult acute care nurse practitioner role at the doctoral level by providing health care services to adults across the lifespan in acute care settings. The course emphasizes the diagnosis and treatment of a full range of common acute and chronic health problems of young, middle age and older adults and their families in acute and critical care settings. Students apply principles of systems and dispute systems design, conflict resolution, and group process and facilitation while implementing evidence-based quality improvement projects. **P: NUR 866, NUR 899; CO: NUR 899; P or CO: NDR 600 or NDR 611; NDR 608.**
- NUR 868 Practicum V: Family Nurse Practitioner (2) S**  
NUR 868 allows students to continue the development of the family nurse practitioner role by providing health care services to patients in primary care settings. This course emphasizes further development of clinical assessment and diagnostic reasoning skills and the diagnosis and treatment of common acute and chronic health problems of adults, pregnant women and children in primary care settings. This course applies principles of epidemiology and concepts and theories related to health care policy and law within the health care setting and the profession. **P: NUR 761; 899; CO: NUR 899; P or CO: NUR 617.**
- NUR 869 Practicum VI: Family Nurse Practitioner (2) I**  
NUR 869 allows students to continue the development of the family nurse practitioner role by providing health care services to patients in primary care settings. This course emphasizes further development of clinical assessment and diagnostic reasoning skills and the diagnosis and treatment of common acute and chronic health problems of adults, pregnant women and children. This course applies principles of systems and dispute systems design, conflict resolution, and group process facilitation while implementing evidence-based quality improvement projects. **P: NUR 868, 899; CO: NUR 899; P or CO: NUR 692; NDR 600 or NDR 611; NDR 608; NDR 604.**



- NUR 870 Practicum V: Adult Nurse Practitioner (2) S**  
NUR 870 allows students to continue the development of the adult nurse practitioner role by providing health care services to adult patients in primary care settings. This course emphasizes further development of clinical assessment and diagnostic reasoning skills and the diagnosis and treatment of common acute and chronic health problems of adults in primary care settings. This course applies principles of epidemiology and concepts and theories related to health care policy and law within the health care setting and the profession. **P: NUR 760; 899(1); CO: NUR 899; P or CO: NUR 617.**
- NUR 871 Practicum VI: Adult Nurse Practitioner (2) I**  
NUR 871 allows students to continue the development of the adult nurse practitioner role by providing health care services to adults in primary care settings. This course emphasizes further development of clinical assessment and diagnostic reasoning skills and the diagnosis and treatment of common acute and chronic health problems of adults in primary care settings. This course applies principles of systems and dispute systems design, conflict resolution, and group process facilitation while implementing evidence-based quality improvement projects. **P: NUR 870, 899; CO: NUR 899; P or CO: NDR 608; NDR 600 or NDR 611.**
- NUR 872 Practicum IV: Clinical Nurse Specialist (2) II**  
NUR 872 is a preceptor-supervised practicum course for students in the Doctor of Nursing Practice Degree program in which students continue to develop competence in the Clinical Nurse Specialist role. The scope of practice of clinical nurse specialists is comprised of competencies in three overlapping spheres of influence: 1) patient, 2) nurse, and 3) system. While continuing to focus on their target population of patients and nursing practice with that population, students in this course emphasize the development of the system sphere of influence. Through participation in system level committees and projects, students learn to empower nurses to develop caring, evidence-based practices to alleviate patient distress, facilitate ethical decision-making, and respond to diversity. **P: NUR 728; CO: NUR 747 or NUR 702 or NUR 711; NUR 899.**
- NUR 873 Practicum V: Clinical Nurse Specialist (2) S**  
NUR 873 is a preceptor-supervised practicum course for students in the Doctor of Nursing Practice Degree program in which students demonstrate competence in the patient, nurse, and system spheres of influence of the Clinical Nurse Specialist role. In this course, students apply principles of epidemiology and concepts and theories related to health care policy and law with the goal of empowering nurses to develop caring, evidence-based practices to alleviate patient distress, facilitate ethical decision-making, and respond to diversity. **P: NDR 604; NUR 684; NUR 704; NUR 872; NUR 899. CO: NUR 899.**
- NUR 874 Practicum VI: Clinical Nurse Specialist (2) I**  
NUR 874 is a preceptor-supervised practicum course for students in the Doctor of Nursing Practice Degree program in which students demonstrate competence in the patient, nurse, and system spheres of influence of the Clinical Nurse Specialist role. In this course, students apply principles of systems and dispute systems design, conflict resolution, and group process facilitation as they begin to implement their evidence-based quality improvement projects. **P: NUR 873; 899; CO: 899; P or CO: NDR 600 or NDR 611; NDR 608.**
- NUR 875 Practicum IV: Neonatal Nurse Practitioner (2) II**  
NUR 875 is a preceptor-supervised practicum course designed to continue the development of the neonatal nurse practitioner role by focusing on providing care to a group of critically-ill infants in a Level III NICU. The emphasis of the course is on developing competence in diagnosing and treating common neonatal conditions. It includes examining the influence of policy and law on neonatal health care as well as the advanced practice role. **P: NUR 644; CO: NUR 702; NUR 899.**
- NUR 876 Practicum V: Neonatal Nurse Practitioner (2) S**  
NUR 876 is a preceptor-supervised practicum course designed to continue the development of the neonatal nurse practitioner role by focusing on providing care to all neonatal patients in a Level III NICU. The emphasis of the course is on continuing to develop competence in diagnosing and treating the most complex neonatal conditions. Special emphasis is placed on collaboration and working in interdisciplinary teams. **P: NUR 875, 899; CO: NUR 899.**
- NUR 877 Practicum VI: Neonatal Nurse Practitioner (3) I**  
NUR 877 is a preceptor-supervised practicum course designed to develop competency in the neonatal nurse practitioner role. Students complete a trajectory from novice to competent advanced practice nurse by providing care to a critically-ill and highly complex group of infants in a Level III NICU. The emphasis on the course is in developing competence in diagnosing and treating a full range of common and complex disorders seen in the neonatal population and their family situations. **P: NUR 876, 899; CO: NUR 899.**
- NUR 886 Residency: Advanced Public Health/Global Health Nursing (5) II**  
NUR 886 is a role immersion course and the final practicum for the advanced public health/global health nursing students. Students engage in the role of advanced public health nurse consistent with the end-of-program competencies. Students function collaboratively in a public health setting to develop and evaluate a practice improvement project and specify implications for practice, research, policy, and education. **P: All required research and theory core, leadership and policy core, role support and role specialty courses.**
- NUR 887 Residency: Adult Psychiatric and Mental Health Nurse Practitioner (5) I, II, S**  
NUR 887 is designed as the residency course for Adult Psychiatric and Mental Health Nurse Practitioner students. Under the direct supervision of a qualified preceptor, students continue to engage in the role of the advanced practice nurse consistent with the essential competencies of doctoral education for advanced nursing practice. Under the direction of the faculty/project advisor, students complete the process of implementing, evaluating, and disseminating their evidence-based quality improvement projects and specify implications for practice, research, policy, and education. **P: All required Research and Theory Core, Leadership and Policy Core, Role Support, and Role Specialty Courses.**
- NUR 888 Executive Leadership (3)**  
NUR 888 focuses on the nurse leader's role in maximizing an organization's strategic performance through ethical leadership and empowered collaboration. Students engage in analytic and dialectic approaches to address challenges to organization availability and issues influencing organizational performance, such as uncompensated care, competition, consumerism, capital needs associated with technology innovations, and facility renovation and expansion. Students formulate policies and plans for ensuring the development and availability of appropriate resources to support the mission, strategic initiatives and quality goals of the practice environment and comply with regulatory and national standards. **P: MBA 701; NUR 788; NUR 899; CO: NUR 899; P or CO: MBA 711; MBA 741.**
- NUR 889 Practicum for Executive Leadership (4) I**  
NUR 889 students apply theories, principles and concepts from the prior clinical systems administration courses. Using principles of ethical leadership, negotiation, and empowered collaboration, students engage in the leadership role in maximizing the organization's strategic performance. Students progress toward implementing and evidence-based proposal for improving practice, microsystems, organizations, systems, and/or public policy. Students conduct an analysis of an organization's position vis-à-vis major issues impacting organizations performance. **P: NUR 888; NUR 899, MBA 711, MBA 741; CO: NUR 899.**
- NUR 890 Residency: Adult Acute Care Nurse Practitioner (5) I, II, S**  
NUR 890 is the role immersion course for students in the Doctor of Nursing Practice Program. Students engage in the role of the advanced practice nurse consistent with competencies of acute care nurse practitioners and the essential competencies of doctoral education for advanced nursing practice. Students complete the process of implementing, evaluating, and disseminating evidence based quality improvement projects and specify implications for practice, research, policy and education. **P: All required Research and Theory Core, Leadership and Policy Core, Role Support, and Role Specialty Courses.**
- NUR 891 Residency: Clinical Nurse Specialist (5) I, II, S**  
NUR 891 is the role immersion course for students in the Doctor of Nursing Practice Degree Program. Students continue to engage in the role of the advanced practice nurse consistent with the entry level competencies of clinical nurse specialists and the essential competencies of doctoral education for advanced nursing practice. Students complete the process of implementing, evaluating, and disseminating scholarly projects and specify implications for practice, research, policy, and education. **P: All required Research and Theory Core, Leadership and Policy Core, Role Support, and Role Specialty Courses.**

- NUR 892 Residency: Adult Nurse Practitioner (5) I, II, S**  
NUR 892 is the role immersion course for students in the Doctor of Nursing Practice Program. Students engage in the role of the advanced practice nurse consistent with the essential competencies of doctoral education for advanced nursing practice. Students complete the process of implementing, evaluating, and disseminating evidence based quality improvement projects and specify implications for practice, research, policy and education. **P: All required Research and Theory Core, Leadership and Policy Core, Role Support, and Role Specialty Courses.**
- NUR 893 Residency: Family Nurse Practitioner (5) I, II, S**  
NUR 893 is the role immersion course for students in the Doctor of Nursing Practice Program. Students engage in the role of the advanced practice nurse consistent with the essential competencies of doctoral education for advanced nursing practice. Students complete the process of implementing, evaluating, and disseminating evidence based quality improvement projects and specify implications for practice, research, policy and education. **P: All required Research and Theory Core, Leadership and Policy Core, Role Support, and Role Specialty Courses.**
- NUR 894 Residency: Neonatal Nurse Practitioner (5) I, II, S**  
NUR 894 is designed as the residency course for Neonatal Nurse Practitioner students in the DNP program in which students are immersed in their advanced practice nursing role. Under the direct supervision of a qualified preceptor, students are expected to use in-depth theoretical knowledge, evidence-based practice and advanced neonatal management skills and techniques, students will develop strategies to promote the neonatal nurse practitioner role. Under the direction of the faculty/project advisor, students complete the process of implementing, evaluating, and disseminating their evidence-based quality improvement projects and specify implications for practice, research, policy, and education. **P: All required Research and Theory Core, Leadership and Policy Core, Role Support, and Role Specialty Courses.**



- NUR 895 Seminar: Clinical Systems Administration (2) II**  
NUR 895 is designed for students to share issues and experiences from the final practicum and demonstrate the integration of advanced and specialized knowledge and skills when implementing their roles in the management of care delivery systems. Students use a systematic process of moral reasoning and values based dialogue to address ethical dilemmas and situations, and apply communication, collaborative, and dispute resolution skills and techniques in analyzing and resolving complex issues. Students engage in policy analysis for the improvement of health care. **CO: NUR 896.**
- NUR 896 Residency: Clinical Systems Administration (4) II**  
NUR 896 is the final practicum experience for clinical systems administration students. Students engage in the role of the nurse executive consistent with the end of program competencies. Students implement and evaluate the outcomes of the ir practice improvement project and specify implications for practice, research, policy and education. The results of the project will be disseminated. **P: NUR 889, 899; CO: NUR 895.**
- NUR 897 Residency: Advanced Practice Nurse (5) I, II, S**  
NUR 897 is the final practicum experience for post-master's advanced practice nursing students in the doctor of nursing practice degree program in which they continue the development of their current role and/or specialty. Students engage in the role of the advanced practice nurse consistent with competencies of their particular specialty and the essential competencies of the doctoral education for advance nursing practice. Under the direction of the faculty/project advisor, students complete the process of implementing, evaluating, and disseminating their evidence-based quality improvement projects and specify implications for practice, research, policy, and education. **P: All required Research and Theory Core, Leadership and Policy Core, Role Support, and Role Specialty Courses.**
- NUR 898 Residency: Ped Acute Care Nurse Practitioner (5) I, II, S**  
NUR 898 is the role immersion course for students in the Doctor of Nursing Practice Program. Students engage in the role of the advanced practice nurse consistent with competencies of pediatric acute care nurse practitioners and the essential competencies of doctoral education for advanced nursing practice. Students complete the process of implementing, evaluating, and disseminating evidence based quality improvement projects and specify implications for practice, research, policy and education. **P: All required Research and Theory Core, Leadership and Policy Core, Role Support, and Role Specialty Courses.**
- NUR 899 DNP Scholarly Project Seminar (1-3) I, II, S**  
NUR 899 is designed to document a synthesis of the student's educational experiences, growth and knowledge and expertise in an area of nursing practice. Students choose a project that allows them to collaborate with scholars from nursing and other disciplines to design, manage, and evaluate clinical practices and organizational systems. This project serves as a foundation for future scholarly practice. **Please note:** The student completes a total of 3 credit hours in NUR 899, during which he or she develops the Scholarly Project. NUR 899 is taken in 1- or 2-hour increments.. Once a student has enrolled in the first hour of NUR 899, the student must continue to enroll in a minimum of one credit hour of NUR 899 until all prerequisites for the Residency Course have been met. An "I" (Incomplete) is received until all NUR 899 course requirements have been completed and the student is eligible to enroll in the Residency course. This course is graded satisfactory/unsatisfactory. **P: Admission into Post-master's DNP Degree Program and NUR 686 (or its equivalent); NUR 686 (for students in the post-baccalaureate to DNP Degree Program); CO: Practicum Courses in Role Specialty (for students in the post-baccalaureate to DNP Degree Program).**

## ORAL BIOLOGY (MOB)

Program Director: Mark Latta

Program Office: Boyne 351

### GRADUATE STUDY IN ORAL BIOLOGY

The graduate program in Oral Biology is a program of study culminating in the Master of Science degree. The proposed program is flexible and will foster an interdisciplinary approach using School of Dentistry research, courses and facilities to cater to the needs of individual students. A thesis will be required. The program will be geared towards providing a sound didactic basis for students interested in pursuing dentistry as a profession. It will also provide research opportunities and teaching experience in an effort to model graduate students for an academic career as clinician educators and academic dentists.

The program will provide a choice of two tracks of study. The first will be in dental materials and include didactic and research emphasis in modern materials science. The second will be in oral biology and emphasize didactic and research in anatomical sciences and histology. Both tracks will equip students to analyze research and clinical literature. Both will also provide an opportunity in the second year to teach in 1st year pre-doctoral dental laboratory courses.

#### Program Goals

At the time of the completion of the program the graduates will be able to meet the following objectives:

1. Demonstrate disciplinary competence and proficiency in Oral Biology with a global perspective on Oral Health and dentistry provide a service to others.
2. Demonstrate an ability to combine critical thinking, research and problem solving in Oral Biology.
3. Demonstrate ethical decision making, service and responsibility in accordance with the Judeo-Christian tradition and Ignatian values.
4. Demonstrate the ability to work effectively as mentees and mentors across the distinctions of the diverse faculty, students and staff involved in the graduate experience.
5. Respectfully and effectively communicate information through all modes of expression.
6. Demonstrate deliberative reflection for lifelong personal and professional formation.

#### Master of Science (M.S.) with a Major in Oral Biology

##### Dental Materials Track

MOB 500	Dental Materials/Dental Anatomy Lecture I	2 credits
MOB 501	Dental Materials/Dental Anatomy Laboratory I	2 credits
MOB 502	Polymer Chemistry	3 credits
MOB 503	Special Problems in Dental Materials I	1 credit
MOB 504	Dental Materials Dental Lecture II	2 credits
MOB 505	Dental Materials Laboratory II	1 credit
MOB 506	Introduction to Biostatistics and Its Applications	2 credits
MOB 507	Polymer Chemistry Laboratory	3 credits
MOB 508	Special Problems in Dental Materials II	1 credit
MOB 600	Teaching Practicum in Dental Materials	2 credits
MOB 601	Mechanical Behavior of Materials	2 credits
MOB 602	Special Problems in Dental Materials III	1 credit
MOB 603	Research for the Master's Thesis	3 credits
MOB 604	Teaching Practicum In Dental Materials	2 credits
MOB 605	Advanced Biomaterials Science	2 credits
MOB 606	Special Problems in Dental Materials IV	1 credit
MOB 700	Research for the Master's Thesis	6 credits

##### Anatomical Sciences Track

MOB 509	General Gross Anatomy	4 credits
MOB 510	Histology	3 credit
MOB 511	Special Problems in Oral Biology	1 credit
MOB 512	Head & Neck Anatomy/Teaching Techniques	3 credits
MOB 513	Oral Histology & Embryology	3 credits
MOB 514	Introduction to Biostatistics and Its Applications	2 credits
MOB 515	Special Problems in Oral Biology II	1 credits
MOB 607	Teaching Practicum in Histology	1 credits
MOB 608	Special Problems in Oral Biology III	1 credits
MOB 700	Research for the Master's Thesis	3 credits
MOB 610	Teaching Practicum in Head & Neck Anatomy	3 credits
MOB 611	Teaching Practicum in Oral Histology & Embryology	1 credit
MOB 612	Special Problems in Oral Biology IV	1 credit
MOB 700	Research for the Master's Thesis	6 credits

#### MOB 500 Dental Materials/Dental Anatomy Lecture I (2)

The fundamentals of dental materials science will be presented as it applies to clinical and laboratory dental applications. The physical properties and the rationale for material selection as dictated by intended use will be presented. An orientation to dental anatomy will be reviewed to create the basis for applying restorative materials to tooth form and function.

#### MOB 501 Dental Materials/Dental Anatomy Laboratory I (2)

Specific dental laboratory projects will be accomplished to allow the student to become familiar with the handling characteristics of the dental materials presented in lecture. This will help to ensure competent use of commonly used dental materials at the clinical level. These exercises are also designed to improve manual dexterity and eye-hand coordination.

#### MOB 502 Polymer Chemistry (3)

The goal of this course is to expose students to the fundamentals of polymer chemistry. The course will focus on some of the key synthetic methods and physical properties of polymers. Practical applications of polymer chemistry in society will be a theme throughout the course.

#### MOB 503 Special Problems in Dental Materials I (1)

Topics of interest to the student, literature review, development of research protocol.

#### MOB 504 Dental Materials Dental Lecture II (2)

Composition and properties of materials in dentistry.

#### MOB 505 Dental Materials Laboratory II (1)

Application of materials used in dentistry with an emphasis on restorative material application.

#### MOB 506 Introduction to Biostatistics and Its Applications (2)

Organizing and summarizing; elementary probability; sampling distributions, confidence intervals; hypothesis testing using parametric and non-parametric methods; sample size and power; regression and correlation; analysis of variance; experimental design principles and analysis.

#### MOB 507 Polymer Chemistry Laboratory (3)

The goal of this course is to expose students to the fundamentals of polymer syntheses and characterization. The course will focus on some of the key synthetic methods for making plastics and the characterization techniques for determining the physical properties of the polymers.

#### MOB 508 Special Problems in Dental Materials II (1)

Topics of interest to the student, literature review, development of research protocol.



- MOB 509 General Gross Anatomy (4)**  
Basic instruction in the gross anatomy of the upper extremity, thorax, and abdomen. This class is taught primarily by lecture, laboratory dissection, models, radiographic images, and various multimedia resources. Students are expected to meet with the instructors to complete additional requirements in current clinically relevant topics.
- MOB 510 Histology (3)**  
Microscopic anatomy of normal mammalian and/or human tissues and organs. Light and electron microscopic aspects of the tissues and organs are studied. The developmental anatomy of the organ systems will also be presented. Students are expected to meet with the instructors to complete additional requirements in current clinically relevant topics.
- MOB 511 Special Problems in Oral Biology (1)**  
Topics of interest to the student, literature review, development of research protocol.
- MOB 512 Head & Neck Anatomy/Teaching Techniques (3)**  
Basic instruction in the Gross Anatomy of the Head and Neck. Special emphasis is placed on the clinical application of the anatomy to the various dental disciplines. Such topics include the anatomy and pathology of the TMJ and the distribution of the trigeminal and facial nerves with associated applied anatomy. This course is taught by lecture, laboratory dissection, models, radiographic images (x-rays, MRIs, and CTs), and various multimedia resources. Students are expected to meet with the instructors to complete additional requirements in current clinically relevant topics.
- MOB 513 Oral Histology & Embryology (3)**  
Microscopic and developmental anatomy of the normal cells, tissues, and organs of the oral cavity with stress on teeth and related tissues. Emphasis will be given to the growth and development of the head and neck. Students are expected to meet with the instructors to complete additional requirements in current clinically relevant topics.
- MOB 514 Introduction to Biostatistics and Its Applications (2)**  
Organizing and summarizing; elementary probability; sampling distributions, confidence intervals; hypothesis testing using parametric and non-parametric methods; sample size and power; regression and correlation; analysis of variance; experimental design principles and analysis.
- MOB 515 Special Problems in Oral Biology II (1)**  
Topics of interest to the student, literature review, development of research protocol.
- MOB 600 Teaching Practicum In Dental Materials (2)**  
By assisting in the laboratory classroom teachers and working with students one-on-one in small groups, students will gain knowledge and skills to be successful in teaching Dental Materials. The practicums are an opportunity to place into practice theories and approaches explored during first year coursework. Instructional methods and teaching aids for the teaching of biomaterials science to dental students dental hygiene students and Oral Biology graduate students.
- MOB 601 Mechanical Behavior of Materials (2)**  
Principals of mechanical damage in materials, elastic and plastic deformation, creep strength fracture and fatigue hardness and wear resistance mechanical test methods and failure analysis.
- MOB 602 Special Problems in Dental Materials III (1)**  
Topics of interest to the student, literature review.
- MOB 603 Research for the Master's Thesis (3)**
- MOB 604 Teaching Practicum In Dental Materials (2)**  
By assisting in the laboratory classroom teachers and working with students one-on-one in small groups, students will gain knowledge and skills to be successful in teaching Dental Materials. The practicums are an opportunity to place into practice theories and approaches explored during first year coursework.
- MOB 605 Advanced Biomaterials Science (2)**  
Properties and applications of ceramics and glasses in dentistry. Ceramics for inlays onlays and veneers, crowns and denture teeth, core ceramics metal ceramics, ceramics for implants machinable ceramics, hydroxyapatite.

- MOB 606 Special Problems in Dental Materials IV (1)**  
Topics of interest to the student, literature review.
- MOB 607 Teaching Practicum In General Gross Anatomy (3)**  
By assisting in the laboratory classroom teachers and working with students one-on-one in small groups, students will gain knowledge and skills to be successful in teaching General Gross Anatomy. The practicums are an opportunity to place into practice theories and approaches explored during first year coursework. Students complete a 5-week intensive course with a supervising instructor in order to refine and expand upon their teaching skills. Students are expected to meet all professional responsibilities including attendance, punctuality, appearance and professional relationships.
- MOB 608 Teaching Practicum In Histology (1)**  
By assisting in the laboratory classroom teachers and working with students one-on-one in small groups, students will gain knowledge and skills to be successful in teaching Histology. The practicums are an opportunity to place into practice theories and approaches explored during first year coursework.
- MOB 609 Special Problems in Oral Biology III (1)**  
Topics of interest to the student, literature review.
- MOB 610 Teaching Practicum In Head & Neck Anatomy (3)**  
By assisting in the laboratory classroom teachers and working with students one-on-one in small groups, students will gain knowledge and skills to be successful in teaching Head & Neck Anatomy. The practicums are an opportunity to place into practice theories and approaches explored during first year coursework.
- MOB 611 Teaching Practicum In Oral Histology & Embryology (1)**  
By assisting in the laboratory classroom teachers and working with students one-on-one in small groups, students will gain knowledge and skills to be successful in teaching Oral Histology and Embryology. The practicums are an opportunity to place into practice theories and approaches explored during first year coursework.
- MOB 612 Special Problems in Oral Biology IV (1)**  
Topics of interest to the student, literature review.
- MOB 700 Research for the Master's Thesis (3-6)**  
This course can be repeated to a maximum of six credits.



## PHARMACEUTICAL SCIENCES (MPS)

Program Director: Manzoor M. Khan  
Program Office: Hixson-Lied Science Building, Room 167

### GRADUATE STUDY IN PHARMACEUTICAL SCIENCES

The graduate program in Pharmaceutical Sciences encompasses a multi-disciplinary approach to graduate training, culminating in the M.S. degree. The program is administered by the Department of Pharmacy Sciences, School of Pharmacy and Health Professions and the Department of Pharmacology, School of Medicine.

The program of study leads either to a joint (dual track) Doctor of Pharmacy (Pharm.D.)/M.S. or to an M.S. degree only. Two types of students are envisioned as entrants in this program. The first type consists of students who possess a B.S. degree in pharmacy or a biological, physical or chemical science and wish to further their education in an advanced degree program. The second type consists of students who are currently enrolled in Creighton's Pharm.D. program who want to obtain an additional advanced academic degree during the course of their studies. The program of study is tailored to the individual needs of each student and is based on the background and career objectives of each student. Students are expected to complete a series of required and elective courses and to perform original research. Furthermore, students are required to submit a thesis based on the outcome of their research. The program provides opportunity for students to specialize in the following areas: pharmacology, toxicology, pharmaceuticals, pharmacokinetics and medicinal chemistry. In addition, the program encourages student interactions with faculty in the Departments of Biomedical Sciences, Medical Microbiology and Immunology & Chemistry.

#### Program Goals

At the time of the completion of the program the graduates will be able to meet the following objectives:

1. Demonstrate competence in advanced knowledge in pharmaceutical sciences.
2. Illustrate the ability to analyze and interpret data, design and conduct research in their field of expertise.
3. Effectively communicate scientific information both orally and in writing to scientists and non scientists.
4. Apply analytical and critical thinking in reviewing literature.
5. Exhibit professionalism and the highest ethical standards.

#### Faculty

Professors: P. Abel, J. Bertoni, A. Dash, F. Dowd, T. Murray, V. Roche;  
Associate Professors: N. Alsharif, K. Keefner, A. Kincaid, A. Limpach, C. Opere, V. Padron, D. Petzel, R. Reidelberger, M. Scofield, M. Shara, S. Singh, D. Smith, Y. Tu.  
Assistant Professors: C. Bockman, B. Henrickson, J. Tollman.

#### Admission Requirements

1. A Bachelor's degree or its equivalent from an accredited college or university.
2. Students who are in the Pharm.D. program must be admitted into the Graduate School in order to participate in the joint Pharm.D./M.S. program in pharmaceutical sciences.
3. An overall GPA of 3.0 and a combined GRE score above 1500 is desired.
4. The Graduate School requires all students from countries in which English is not the native language to demonstrate competence in English by a score of 550 in the TOEFL (Test of English as a Foreign Language) examination or 80 on the Internet-based Test (iBT) at the graduate level.

#### Master of Science (M.S.) and Doctor of Pharmacy/Master of Science (Pharm.D./M.S.)

The general requirements of the Graduate School Bulletin listed under Administration and Policies Governing Graduate Study are met. Courses can be selected from the list below or from related subjects, according to the needs of the student. To qualify for the degree, the student must earn at least 30 semester hours of graduate credit beyond the baccalaureate. The student must maintain a B (3.0) average grade throughout the graduate program.

#### Special Requirements

The following requirements are applicable to students enrolled in the Pharm.D./M.S. program:

1. A maximum of four credit hours of seminar and a maximum of six credit hours of thesis can be applied toward the M.S. degree.
2. Not more than 12 credit hours of Pharm.D. courses can be applied toward the M.S. degree.
3. A minimum of 12 credit hours must be earned in courses that are not listed as required courses for the Pharm.D. degree.
4. A minimum of 30 credit hours is required for graduation.
5. A typical plan of study consists of the following:
 

Dual Credit (Pharm.D.) Courses	12 credits
Graduate Credit Only Courses	12-15 credits
Seminar	3-4 credits
Thesis	<u>6 credits</u>
	33-37 credits

#### Master of Science (M.S.) with Major in Pharmaceutical Sciences (33-37 credits)

##### Coursework

##### Pharm.D./M.S. Dual Listed Courses

MPS 521/BMS 521	Biochemistry	4 credits
MPS 531/PHA 337	Chemical Basis of Drug Action I	3 credits
MPS 532/PHA 447	Chemical Basis of Drug Action II	3 credits
MPS 544/PHA 444	Biostatistics and Research Design	3 credits
MPS 509/PHA 467	Industrial Pharmacy	2 credits
MPS 631/PHR 631	Medical Pharmacology I	5 credits
MPS 632/PHR 632	Medical Pharmacology I	5 credits
MPS 690/PHA 459	Pharmacology of Immune Response	2 credits

##### Graduate Courses in Other Departments

With permission from their supervisor, students in the program may also enroll in graduate courses offered by other departments. Listed below are examples of courses offered by other departments that may be relevant to the M.S. degree program.

##### Biomedical Sciences:

BMS 603	Cell Biology	4 credits
BMS 604	Molecular Biology	4 credits
BMS 605	Molecular Endocrinology	3 credits
BMS 607	Enzymes	4 credits
BMS 608	Peptide Chemistry	4 credits
BMS 606	Proteins	4 credits
BMS 609	Biochemistry of Lipids	4 credits
BMS 610	The Carbohydrates	3 credits

##### Medical Microbiology:

MIC 615	Medical Microbiology and Immunology	5 credits
MIC 739	Microbial Physiology	4 credits
MIC 753	Antimicrobial Agents and Chemotherapy	4 credits
MIC 727	Methods in Medical Microbiology and Immunology	3 credits
MIC 746	Advanced Immunology	3 credits

##### Ethics

IDC 601	Responsible Conduct of Research	3 credits
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**MPS 531 Chemical Basis of Drug Action I (3)**  
This course instructs the student on the chemical basis for drug behavior, both in vivo and in vitro. General chemical principles, physicochemical properties, and drug-receptor interactions are used to derive structure-activity relationships for important and commonly encountered classes of drugs. This permits the understanding of pharmacological and biopharmaceutical profiles of currently available drug products, and explains the scientific rationale behind their therapeutic use. Chemically based therapeutic case studies and structurally based therapeutic evaluations are utilized to help students develop a scientific basis for rational therapeutic decision-making. This practice-oriented approach, which emphasizes the relevance of chemistry to contemporary pharmacy practice, gives students the skills necessary to predict biological properties and therapeutic activities of future drug molecules. This course builds upon previously acquired knowledge of biochemistry, pharmaceuticals and basic pharmaceutical sciences principles, and complements concepts being addressed in pharmacology. **P: BMS 302.**

**MPS 532 Chemical Basis of Drug Action II (2)**  
A continuation of PHA 337.

**MPS 544 Biostatistics and Research Design (3)**  
This course is an introduction to statistics and research design. The course covers basic statistical concepts, techniques, notations and computations including descriptive and inferential statistics with an emphasis on statistical methods, computerized data analysis and data assessments most commonly associated with pharmaceutical and medical research. Basic descriptive and inferential statistical processes and procedures are presented as well as topics on the development of research protocols, survey research, clinical drug investigations, and grant development. **P: PHA 318.**

#### *Graduate Courses in Pharmaceutical Sciences*

**MPS 600 Ocular Pharmacology (2)**  
Utilization of knowledge of physiology, biochemistry and anatomy of the eye to develop an understanding of etiology and pharmacological therapy of various ocular diseases. Course content will include a review of anatomy, physiology and biochemistry of the eye, pharmacokinetics and drug delivery relevant to ocular therapy, etiology and pharmacological treatment of ocular diseases such as glaucoma, uveitis, cataract, retinopathy and age-related macular degeneration and cataract. Ocular effects of systemic drugs and ophthalmic toxicology will be examined, in addition to examining advances in ocular therapies.

**MPS 601 Parental Drug Dosages Forms (3)**  
Parental Drug Products incorporates basic theory and practical experience in the preparation, handling, and dispensing of sterile dosage forms including proper aseptic preparation of parenteral chemotherapeutic agents, and specialty solutions. U.S.P. Chapter 979 will be thoroughly reviewed and discussed. Parental access devices, electronic delivery devices and other related equipment are also reviewed.

**MPS 602 Analytic Aspects of Pharmaceutical Sciences Research (3)**  
This course covers the theory, instrumentation and application of commonly used laboratory equipments, including, absorption spectroscopy (UV, visible and infrared); mass spectroscopy (MS), high pressure liquid chromatography (HPLC) and nuclear magnetic resonance (NMR), amongst others. The course will combine lectures with hands-on laboratory exercises/demonstrations by Pharmacy Sciences faculty.

**MPS 617 Advanced Pharmaceutics (3)**  
This course will provide an in-depth study of the physical and chemical principles which are involved in the development, formation and stabilization of selected pharmaceutical dosage forms for optimization of drug bioavailability and therapeutic utility.

**MPS 622 Advanced Medicinal Chemistry (3)**  
This course will build upon the scientific foundation laid by the Chemical Basis of Drug Action professional course sequence. The structure-activity relationships of complex drug molecules will be investigated and discussed. Students as well as faculty will be involved in presenting information on the chemically important aspects of drug delivery, stability, receptor affinity and selectivity, metabolic vulnerability and distribution.

**MPS 633 Research Methods (1-3)**  
Laboratory rotations in which graduate students perform or observe methods used in pharmaceutical and administrative sciences research. The value of the methods and their applications to the research efforts of the pharmaceutical sciences faculty are described in detail. **P: DC.**

**MPS 665 Advanced Pharmacokinetics (2)**  
Computer modelling of the absorption, distribution, metabolism, and excretion of drugs will be the core of the course content. Multicompartmental analysis, non-compartmental analysis as well as non-linear kinetics will be discussed. Development of a pharmacokinetic protocol through the various phases of INDA submission as well as in vitro - in vivo correlations will be considered.

**MPS 675 Solid Delivery Systems (3)**  
The course uses a physical chemistry approach to solving the problems associated with practical design of solid dosage forms as well as those associated with their evaluation.

**MPS 676 Disperse Systems (3)**  
The course uses a physical chemistry approach to solving the problems associated with practical design of disperse system dosage forms as well as those associated with their evaluation.

**MPS 677 Macromolecular Systems (3)**  
The course uses a physical chemistry approach to solving the problems associated with the manufacture, evaluation and utilization of polymers in the design of drug delivery systems as well as macromolecules as drugs.

**MPS 690 Pharmacology of Immune Response (2)**  
The course will provide instruction about the pharmacologic regulation of immune response and the role of immune products on human physiology. **P: Gr stdg.**

**MPS 691 Pharmaceutical Sciences Seminar (1-3)**  
Seminar in selected subjects for pharmaceutical sciences graduate students. **P: DC.**

**MPS 692 Directed Independent Study (1-5)**  
Supervised independent projects that may include laboratory work, assigned readings, research papers, etc. Available in toxicology, biopharmaceutics, medicinal chemistry, pharmacodynamics and pharmacokinetics. **P: Undergraduate or graduate stdg. & DC.**

**MPS 693 Directed Independent Research (1-8)**  
Supervised independent research for motivated students to become involved in ongoing original research projects of the pharmaceutical sciences faculty. **P: Undergraduate or graduate stdg. & DC.**

**MPS 697 Industrial Pharmacy (3)**  
This course will prepare students to design, manufacture and evaluate different pharmaceutical dosage forms in an industrial environment. The course content will include preformulation studies, formulation of liquid and solid oral pharmaceutical dosage forms, recent advances and trends in controlled or sustained release formulations, drug regulatory affairs and current good manufacturing practices. **P: PHA 315.**

**MPS 792 Journal Club (1)**  
Graduate students in Pharmaceutical Sciences will learn how to read journal articles for optimum retention, critically evaluate the data, and objectively determine the paper's contribution to the over-all body of knowledge. In addition they will gain valuable presentation and public speaking skills. **P: DC.**

**MPS 797 Master's Directed Independent Research (1-8)**  
Supervised original research. **P: DC.**

**MPS 799 Master's Thesis (1-8)**  
Review of the literature and research data; writing of the thesis. Student must register for this course in any term when engaged in formal preparation of the Master's thesis; however, six credit hours are the maximum applicable toward the degree. **P: DC.**



## PHARMACOLOGY (PHR)

Program Director (Ph.D. Program): Margaret A. Scofield;  
Program Office: Criss III, Room 551.

### GRADUATE STUDY IN PHARMACOLOGY

#### Doctor of Philosophy (Ph.D.) Program

The objectives of this program are to prepare highly qualified students for careers in research and teaching in the field of pharmacology. Ph.D. candidates will be required to demonstrate a broad knowledge of the field of pharmacology and detailed expertise in their research area. Graduate studies in pharmacology will provide graduate students with a comprehensive educational program in pharmacology. During the program of studies, the pharmacology graduate student will work closely with his or her mentor and department faculty to master the program goals. These goals include student demonstration of an advanced mastery of pharmacology as evidenced by the ability to critically judge research in the field of pharmacology, initiate scholarly activity based on current literature, and maintain the highest ethical and professional standards.

#### Program Goals

The student will carry out the following objectives for completion of the graduate program in pharmacology:

1. Demonstrate an advanced knowledge of pharmacology and a detailed comprehension of the student's specialized field of pharmacology.
2. Illustrate critical and analytical thinking in studying literature, developing hypotheses, executing research, solving scientific problems, and interpreting results.
3. Effectively communicate research results and scientific information in an oral as well as verbal format to both scientific and lay audiences.
4. Demonstrate the ability to independently propose, defend and conduct research in pharmacology for the benefit of science and in the service to others.
5. Display ethical behavior with regard to professional conduct.
6. Exhibit skills that will educate and train others in the field of pharmacology.

The student may choose to concentrate his or her studies in numerous specialized areas of pharmacology. These areas include autonomic pharmacology, cardiovascular pharmacology, ocular pharmacology, renal pharmacology, exocrine pharmacology, immunopharmacology, neuropharmacology, toxicology, and cancer. Specific areas of interest include drug-receptor interactions, signal transduction, ion channel function, and molecular and tissue system approaches to studying receptors, signaling and gene function. It is important to note that the interdisciplinary nature of pharmacology offers the student a broad range of options for research endeavors.

#### Faculty

Professors: P. Abel, F. Dowd, T. Murray;  
Associate Professors: M. Scofield, Y. Tu;  
Assistant Professors: C. Bockman, S. Dravid, T. Simeone, J. Gelinau-vanWaes.

#### Admission Requirements

The applicant must possess a baccalaureate degree from an accredited college or university. The Graduate Record Examination (GRE) must be taken. Generally, an overall undergraduate grade-point average (GPA) of 3.0 or higher in sciences, and a combined GRE score above 1100 are required. Undergraduate courses in biology, general chemistry, organic chemistry, biochemistry, mathematics and physics are required. Isolated deficiencies may be made up in the graduate program. However, before a student starts research, these courses have to be completed with an overall GPA of 3.0 or higher.

The Graduate School requires all students from countries in which English is not the native language to demonstrate competence in English by a score of 550 in the TOEFL (Test of English as a Foreign Language) examination or 80 on the Internet-based Test (iBT) at the graduate level.

#### General Requirements

For the Ph.D. degree at least 90 semester hours of graduate credit are required. Usually, 45 hours are obtained in course work, 25 are earned by independent research, and 20 are acquired in preparing the doctoral dissertation. The student must maintain a B (3.0) average throughout the graduate program, with no more than six credits with a grade of C.

#### Special Requirements

Special requirements include PHR631 and PHR632 –Medical Pharmacology I and II, PHR711 –Receptor and Molecular Pharmacology, and PHR717 –Molecular Biology in Pharmacology

#### PHR 531 Chemical Basis of Drug Action I (3) I

The chemical basis for drug action *in vivo* and *in vitro*. General chemical principles, physicochemical properties and drug-receptor interactions are used to derive structure-activity relationships for important drug classes permitting the understanding of the pharmacological and biopharmaceutical profiles of currently available drug products. Provides a basis for predicting biological properties and activities of future products. This course was formerly titled "Medicinal Chemistry I." **P: IC.**

#### PHR 532 Medicinal Chemistry II (3) II

Continuation of PHR 531. **P: DC.**

#### PHR 537 Rational Drug Design and Discovery (2) I, OD

Scientific basis for the rational design and development of new drug molecules. Discussion of drug-receptor theory, structure activity relationships, and specific examples of the design of new drugs. **P: DC.**

#### PHR 595 Directed Independent Study (1-5) I, II, S (OD)

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 graduate stdg. and DC.**

#### PHR 597 Directed Independent Research (1-4) I, II, S (OD)

Supervised independent research for motivated students to become involved in ongoing original research projects of the pharmacology faculty. **P: Undergraduate or graduate stdg. and DC.**

#### PHR 631 Medical Pharmacology I (5) I

Study of human pharmacology and therapeutics. **P: DC.**

#### PHR 632 Medical Pharmacology II (5) II

A continuation of Medical Pharmacology I. **P: DC.**

#### PHR 650 Drug Actions and Reactions (3) II

This introductory pharmacology course is designed for graduate students with a background in biology, chemistry, biochemistry, psychology, pre-pharmacy and/or pre-medicine. **P: IC.**

#### PHR 711 Receptor and Molecular Pharmacology (3) II, OD

Exhaustive treatment of receptor and molecular pharmacology that considers historical development of concepts, radioligand receptor binding, drug-receptor interactions, receptor characterization and isolation, and signal transduction. **P: DC.**

#### PHR 715 Advanced Pharmacology (3) II 2011-12, AY

Discussion of recent advances in the pharmacology of cardiovascular, autonomic and central nervous systems. Comprehensive review of drug classes including discussions on possible mechanisms by which drugs produce functional effects in these systems. **P: Gr. stdg.; PHR 631; or DC.**

#### PHR 717 Molecular Biology in Pharmacology (2) I, OD

A survey course in molecular biology and relevant techniques. The course is geared to pharmacologists and others in medical and scientific fields seeking fundamental knowledge of this area. The goal is to provide an understanding of the theoretical and practical aspects of molecular biology for use in research. **P: DC.**

- PHR 750 Research Discussions in Pharmacology** (1) I, II  
Students will meet with their course director once weekly to discuss laboratory research topics as assigned by the course director. Topics will usually be pertinent to the research activity of the course director. Instruction will be given through a combination of didactics, small group sessions, student presentations and independent study. **P: DC**
- PHR 760 Research Rounds in Pharmacology** (1-3) I, II  
This course will teach students how to formally present their research progress and results, and will provide students with frequent feedback by faculty members and fellow students. This course is repeatable up to 9 credits. **P: DC.**
- PHR 790 Research Methods in Pharmacology** (1-5) I, II, S (OD)  
Laboratory rotations in which graduate students perform or observe methods used in pharmacological research. The value of the method and its application to the research efforts of the pharmacology faculty are described in detail. **P: DC.**
- PHR 791 Pharmacology Seminar** (1) I, II  
Seminar in selected subjects for pharmacology graduate students. This course is repeatable. **P: DC.**
- PHR 794 Special Topics in Pharmacology** (1) I, II, S  
**P: DC.**
- PHR 795 Directed Independent Study** (1-6) I, II, S  
**P: DC.**
- PHR 797 Master's Directed Independent Research** (Credit by arrangement) I, II, S  
Supervised original research. **P: DC.**
- PHR 799 Master's Thesis** (1-6) I, II, S  
Review of the literature and research data; writing of the thesis. Student must register for this course in any term when engaged in formal preparation of the Master's thesis; however, six credit hours are the maximum applicable toward the degree. **P: DC.**
- PHR 897 Doctoral Directed Independent Research** (Credit by arrangement) I, II, S  
Supervised original research. This course is repeatable up to 9 credits. **P: DC.**
- PHR 899 Doctoral Dissertation** (1-6) I, II, S  
This investigative work is the principal area of research carried out by the candidate during doctoral studies. It is conducted under the direct supervision of the candidate's major advisor and dissertation committee in preparation for the doctoral dissertation. Twenty credit hours are the maximum applicable toward the degree. Students will register for this course during formal preparation of the doctoral dissertation. **P: PHR 897 and DC.**

## PHYSICS (PHY)

Program Director: Sam J. Cipolla  
Program Office: Hixson-Lied Science Building, Room G81

### GRADUATE STUDY IN PHYSICS

At Creighton University the graduate program in Physics is flexible and designed to combine a solid grounding in Physics with adaptability to a wide range of student interests and career objectives. There is a close association of students and faculty that facilitates responsiveness to the needs of each student. Graduates of four-year liberal arts colleges are of special interest to the Physics faculty, as are secondary-school and junior-college teachers who wish to enrich their background in physics. Most classes can be scheduled to accommodate working students in progressing toward the M.S. degree on a part-time basis.

### Program Goals

In addition to the general learning goals of the Graduate School, at the completion of the physics graduate program, the student will:

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

### Faculty

Professors: M. Cherney, S. Cipolla J. Seger; Professor Emeritus: R. Kennedy, T. Zepf;  
Associate Professor: G. Duda, M. Nichols, D. Sidebottom;  
Assistant Professors: J. Gabel, T. McShane, P. Soto.

### Admission Requirements

In general, properly prepared students will have undergraduate preparation in physics comparable to the present minimum Physics degree requirements at Creighton University. This must include upper-division course work covering each of the following categories: mechanics, electromagnetics, and modern physics. Additional work in physics to bring the total to 24 semester hours, plus support from mathematics, is needed.

The Graduate School requires all students from countries in which English is not the native language to demonstrate competence in English by a score of 550 in the TOEFL (Test of English as a Foreign Language) examination or 80 on the Internet-based Test (iBT) at the graduate level.

### Master of Science (M.S.) Program

Flexibility is achieved within the Graduate Division of the University through two types of master's programs — Plan A (with thesis) and Plan B (without thesis) — and within the Physics Department through the further tailoring of these programs to the needs of the individual student.

**All Physics graduate students at Creighton, whether in a Plan A or a Plan B program, take the following four courses:**

PHY 611	Classical Mechanics	3 credits
PHY 621	Electromagnetic Theory	3 credits
PHY 631	Quantum Mechanics I	3 credits
PHY 641	Statistical Mechanics	3 credits

These "core courses" are designed to provide an advanced understanding of concepts, principles, and methods in the fundamental areas of Physics. In building around this core, there is considerable latitude in the choice of course work to complete the Master's degree program. The Master's program is designed to be completed by full-time students in two academic years.

### Special Requirements

Physics graduate students individually arrange their graduate programs in consultation with their advisor. Course electives may be selected with the consent of the advisor. These courses normally come from the areas of atmospheric sciences, mathematics/computer science, chemistry, or biology.

### Teaching Certification

Teaching certification and a M.S. degree in Physics can be earned in two years (4 semesters, 2 summers). Graduate courses are taken in both the Education and Physics departments. The program includes financial support and tuition remission for three semesters of work as a teaching assistant. A 50 percent reduction in tuition is available for the remaining credits.

Consult with Graduate Physics Advisor and Secondary Education Advisor

#### Summer I (50 percent tuition)

EDU 503	Foundations of Education	3 credits
EDU 510	Growth and Develop. of Children and Adolescents	3 credits
EDU 583	Management Practices for Classroom Teachers	3 credits

#### Fall I (tuition remission)

EDU 551	Methods of Instruction for Secondary Teaching	3 credits
EDU 552	Technology Instruction for Secondary Teaching	1 credit
PHY 585	Teaching of Physics (EDU 665)	3 credits
PHY 621	Electromagnetic Theory	3 credits

(Teaching Assistant in Creighton Physics Department - 20 hrs./week)

#### Spring I (tuition remission)

EDU 525	Procedures for Including Students with Mild/Moderate Disabilities in the Regular Classroom	3 credits
PHY 641	Statistical Mechanics	3 credits
PHY 791	Graduate Seminar	1 credit
PHY 797	Directed Independent Research	1 credit

#### Summer II (50 percent tuition)

Students who do not have a background in science other than physics will be required to take up to 12 additional hours of undergraduate courses to meet Nebraska requirements for the Physics endorsement.\* (Student may work as a Teaching Assistant.)

#### Fall II

EDU 548	Teaching Reading in Content Areas in Middle and Secondary Schools	3 credits
PHY 631	Quantum Mechanics (meets with PHY 531)	3 credits
PHY 611	Classical Mechanics	3 credits

(Teaching Assistant in Creighton Physics Department - 20 hrs./week)

#### Spring II (50 percent tuition)

PHY 785	Practicum in Teaching (EDU 591)	3 credits
EDU 592	Advanced Secondary School Observation and Student Teaching	3 credits
EDU 593	Seminar in Secondary School Observation and Student Teaching	3 credits

\*Specified Support Courses

CHM 203	General Chemistry I	3 credits
CHM 204	General Chemistry Laboratory I	1 credit

#### (One of the following:)

BIO 211	General Biology: Molecular and Cellular	4 credits
BIO 212	General Biology: Organismal and Population	4 credits

#### (One of the following:)

ATS/EVS 113/114	Intro to Atmospheric Sciences and Laboratory	4 credits
ATS/EVS 443	Environmental Geology	4 credits
PHY 107/108	Introductory Astronomy and Laboratory	4 credits

#### PHY 521 Electronics for Scientists (3) I

Basic course in electronics. Laboratory experiments include an introduction to measuring instruments, solid state components, and digital and logic circuits. Lecture closely follows the experiments. 1R, 5L.

#### PHY 522 Electric Circuits (3)

Kirchoff's Laws. Solutions to homogeneous and non-homogeneous linear systems in electronics. AC and DC circuit response. Computer-assisted modeling of circuits. **P: IC.**

#### PHY 531 Quantum Mechanics (3) I

Wave-packet representation of particles; development of the formalism of quantum mechanics; applications to the harmonic oscillator, the hydrogen atom, square-well potential, and scattering.

#### PHY 541 Thermodynamics and Statistical Mechanics (3) II

Laws of thermodynamics, thermodynamic variables, thermodynamic potentials; kinetic theory, distribution functions, classical and quantum statistics.

#### PHY 551 Mathematical Physics (3) 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; MTH 347.**

#### PHY 553 Computational Physics (3) OD

An introduction to the computational methods most often employed within applied and theoretical physics. Each computational method is introduced in the context of a specific type of physics problem. Examples are drawn from a variety of subfields of physics including; classical, atomic, nuclear and thermodynamics. Topics include: Taylor series expansions and error estimation, numerical solutions of differential equations, solving systems of linear and/or non-linear equations, numerical solutions to partial differential equations, numerical integration techniques, Monte Carlo methods, and the Metropolis algorithm.

#### PHY 559 Gravitation and Cosmology (3) OD

This course will be an introduction to Standard Big Bang Cosmology utilizing Einstein's General Theory of Relativity. Topics in relativity will include tensor analysis, Riemannian 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.

#### PHY 561 Nuclear Physics (3) II

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) I

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.

#### PHY 563 High Energy Nuclear Physics (1) OD

Students will read and discuss original journal articles related to the historical development of high energy physics.

#### PHY 571 Solid State Physics (3) II

Introduction to the theory of the solid state based on quantum mechanics. Crystal structure and symmetry, lattice dynamics, free electron model, and band theory of solids. **P: PHY 531.**

#### PHY 572 Solid State Laboratory (1) II

Laboratory work in solid state physics including x-ray crystallography. 3L. **CO: PHY 571.**

#### PHY 585 Teaching of Physics (3) I

Objectives and functions of the teaching of science in terms of secondary-school learning experiences. Attention is directed to the selection, organization, and presentation of meaningful materials; selection, use and evaluation of textbooks and related aids. Specific application of course material to physics through independent projects. Meets concurrently with EDU 445. Students are expected to complete all of the course work of EDU 445 and complete an additional independent project. **CO: EDU 341 and 342.**



- PHY 587 Laser Physics** (3) 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.
- PHY 591 Seminar in Engineering** (3)  
A series of lectures, discussions and engineering speakers to assist pre-engineers to define more clearly their professional goals by acquainting them with diversified career options available to engineers. Topics include: engineering career exploration and development; cooperative education and internships; and job search, resume writing and interviewing techniques. **P: IC.**
- PHY 595 Special Topics** (1-3) I, II  
A course treating physics topics of special interest. The course will be subtitled in the Schedule of Classes and may be repeated under different subtitles. **P: IC.**
- PHY 611 Classical Mechanics** (Core Course) (3) I  
Variational principles, Lagrange's equations, two-body central force motion, rigid-body motion, transformations, small oscillations.
- PHY 621 Electromagnetic Theory** (Core Course) (3) I  
Electromagnetic fields, application of Maxwell's equations to electromagnetic waves and their interaction with matter.
- PHY 631 Quantum Mechanics I** (Core Course) (3) II  
Development of the formalism of quantum mechanics with applications to simple systems.
- PHY 632 Quantum Mechanics II** (3) OD  
Applications of quantum mechanics to current fields of interest. **P: PHY 631.**
- PHY 641 Statistical Mechanics** (Core Course) (3) II  
Review of thermodynamics, classical and quantum statistical theory, applications to current fields of interest.
- PHY 652 Advanced Mechanical Methods** (3) OD  
Small oscillations, transformations, special functions, boundary value problems.
- PHY 785 Practicum in College Teaching** (1-4) OD  
Practical experience in the observation and conduct of classroom and laboratory teaching on the college level. Experience obtained under the immediate supervision of senior members of the Department of Physics. Required of all teaching assistants in the department. 9L, 1C.
- PHY 790 Research Methods** (2) OD  
Introduction to current research in Physics.
- PHY 791 Graduate Seminar** (1-3) I, II  
Oral presentation and critical discussion of subjects in physics or related fields by invited speakers, faculty, and students.
- PHY 793 Directed Independent Readings** (1-3) I, II, S  
Advanced instruction in areas of special interest to the faculty, such as the following: atomic physics, nuclear physics, particle physics, solid state physics, surface physics, statistical mechanics, foundations of physics; biophysics. **P: IC.**
- PHY 795 Directed Independent Study** (1-3) I, II, S  
Advanced study in a specific area of interest to the faculty. **P: IC.**
- PHY 797 Directed Independent Research** (1-3) I, II, S  
An independent research project under the guidance of a member of the faculty. Weekly conferences. Written report of work required at the end of each semester. **P: IC.**
- PHY 799 Master's Thesis** (1-3) I, II, S  
Research in connection with the preparation of the Master's thesis. Students must register for this course in any term when engaged in formal preparation of the master's thesis; however, six credit hours are the maximum applicable toward the degree. **P: DC.**

## MASTER OF SECURITY ANALYSIS AND PORTFOLIO MANAGEMENT (M.S.A.P.M.)

Program Director: Randy Jorgensen  
Program Office: Eppley College of Business, Room 212

### GRADUATE STUDY IN SECURITY ANALYSIS AND PORTFOLIO MANAGEMENT

The M.S.A.P.M. program is designed to prepare students for advanced security analysis and portfolio management guided by a Code of Ethical Practices and Professional Conduct and uses as its foundation the curriculum of the Chartered Financial Analyst® (CFA) program\*. Both a campus-based evening program, as well as online program are available. The CFA program is grounded in the practice of the investment profession. According to the CFA Institute, the program of study for the CFA charter is based on "a job analysis survey involving CFA charterholders around the world to determine those elements of the body of investment knowledge and skills that are important to the professional practice of investment management." The program of study has a significant foundation in theory as well as practical applications of the theory and tools provided. Students who complete the M.S.A.P.M. program will have the knowledge base to sit for each of the three levels of CFA exams but are not required to do so. More information on the CFA program is available at [www.cfainstitute.org](http://www.cfainstitute.org).

\*Note: CFA, CFA Program and Body of Knowledge are trademarks owned by the CFA Institute.

#### Program Goals

1. Students will develop the fundamental concepts, skills, and knowledge necessary for security analysis and portfolio management.
2. Students will apply analytical and critical thinking skills in security analysis and portfolio management.
3. Students will develop a perspective that values ethical financial decision making in the investment profession.
4. Students who are interested in earning the CFA designation will have the knowledge base to sit for each of the three levels of the Chartered Financial Analyst (CFA) exams. (More information on the CFA program is available at [www.cfainstitute.org](http://www.cfainstitute.org).)

#### Faculty

Associate Professor: R. Jorgensen, K. Washer;  
Assistant Professor: L. Dunham;  
Instructor: M. LeFebvre.

#### Admission Requirements

1. Eligibility for Admission: Applicants for admission to the M.S.A.P.M. program must have a baccalaureate degree in business from an accredited institution of higher learning, or, if the degree is in a field other than business, significant work experience in the field of finance plus fulfillment of the statistics requirement of the graduate business program.
2. Application: A completed application form, personal essay describing how a master's degree fits in with an applicant's career objectives upon completion of the program, current resume, and a non-refundable application fee.
3. Recommendations: Two recommendations are required. The recommendations should be completed by persons other than family members who are capable of assessing an applicant's performance in an academic or work setting.
4. Transcripts: Evidence of high scholastic potential. One official transcript must be sent from each institution of collegiate rank attended by the applicant. Transcripts should be sent directly from the collegiate institution to the Graduate Business Programs, College of Business Administration, Room 212, 2500 California Plaza, Omaha, NE 68178. All such transcripts become the property of Creighton University.
5. Graduate Management Admissions Test (GMAT): All applicants must submit an acceptable score report on the Graduate Management Admissions Test (GMAT). The GMAT is administered by Pearson VUE. Further information about the GMAT may be obtained at [www.mba.com](http://www.mba.com).

*GMAT Exemption Practices*

1. GRE Performance: Applicants who have already taken the GRE may substitute their GRE performance for their GMAT score. The applicant's verbal plus quantitative GRE scores divided by two must reach 500 and the applicant must be above the 20th percentile in both categories.
2. Professional Graduate Degrees: Applicants may be exempt from taking the GMAT if they have earned a professional graduate degree. Examples of such degrees include: J.D., M.D., Ph.D., D.D.S., Ed.D., and Pharm.D.
3. Professional certifications: Applicants who have earned CPA certification or CFA certification (have passed at least Level 1) may be exempted from taking the GMAT.
4. Creighton business graduates: Applicants who have earned a BSBA degree from Creighton University College of Business in the last 10 years and had at least a 3.5 overall GPA plus at least a 3.75 GPA in all accounting, finance, and statistics courses taken may be exempted from taking the GMAT.
6. Test of English as a Foreign Language (TOEFL). The Graduate School requires all students from countries in which English is not the native language to demonstrate competence in English by a score of 550 in the TOEFL (Test of English as a Foreign Language) examination or 80 on the Internet-based Test (iBT) at the graduate level. International applicants who received their baccalaureate degree from an accredited institution in the U.S., United Kingdom, Canada (excluding French Quebec), Australia, New Zealand, or Africa (English speaking only) are not required to submit a TOEFL score.
7. Financial Ability: All international applicants who are formally admitted must provide a "Certification of Available Finances" form in order for the I-20 form to be issued by the Office of International Programs. Form available at <http://www.creighton.edu/IntlPrograms>.
8. Prerequisites: Applicants to the M.S.A.P.M. program must show evidence that they have completed undergraduate courses in accounting, finance, and economics, and at least one statistics course. Students without a statistics class may complete instead a non-credit statistics tutorial offered by the college for a fee.

### ***Master of Security Analysis and Portfolio Management (M.S.A.P.M.) Program***

The Master of Security Analysis and Portfolio Management (M.S.A.P.M.) program consists of 30 credit hours. Students are required to complete nine classes, plus one elective.

#### ***Master of Security Analysis & Portfolio Management (M.S.A.P.M.) (30 credits)***

**(All of the following:)**

MSA 720	Ethics and Professional Standards	3 credits
MSA 722	Fixed Income and Derivatives I	3 credits
MSA 724	Quantitative Analysis	3 credits
MSA 730	Financial Statement Analysis I	3 credits
MSA 732	Capital Markets	3 credits
MSA 734	Equity Analysis	3 credits
MSA 736	Fixed Income and Derivatives II	3 credits
MSA 738	Financial Statement Analysis II	3 credits
MSA 740	Portfolio Management	3 credits

**(One of the following:)**

MSA 726	International Trade, Alternative Investments and Portfolio Management	3 credits
MSA 728	Corporate Finance	3 credits
MBA Elective as approved by program director		3 credits

- MSA 720 Ethical and Professional Standards (3)**  
An intensive study of the CFA Institute Code of Ethics and Standards of Professional Conduct, the Global Investment Performance Standards (GIPS®), corporate governance issues and risks affecting companies. **P: MBA 701, MBA 711, MBA 741 or equivalents.**
- MSA 722 Fixed Income and Derivatives I (3)**  
A study of fixed income investments, including basic characteristics of bonds in alternative sectors, valuation tools, and factors that influence bond yields. Also includes a study of derivative investments, including forwards, futures, options, and swaps. **P: MBA 701, MBA 711, MBA 741 or equivalents.**
- MSA 724 Quantitative Analysis (3)**  
A study of elementary statistics, data collection and analysis, regression and correlation analysis, probability theory and distributions, hypothesis testing, and the time value of money. Also covers regression and correlation analysis and time series analysis as they are used in portfolio management. **P: MBA 701, MBA 711, MBA 741 or equivalents.**
- MSA 726 International Trade, Alternative Investments and Portfolio Management (3)**  
A study of alternative investments, including mutual funds, exchange traded funds, real estate, venture capital, hedge funds, closely held companies, distressed securities, and commodities and commodity derivatives. A study of international trade, including foreign exchange and parity conditions. Also a study of the elements of the portfolio management process, including the investment setting, investment policy, and asset allocation. **P: MBA 701, MBA 711, MBA 741 or equivalents.**
- MSA 728 Corporate Finance (3)**  
A study of capital budgeting concepts and analysis, capital structure issues, cost of capital, dividend policy considerations, and the market for corporate control. Discusses how corporate finance concepts, such as cash flow, liquidity, leverage, cost of capital, and dividends, are used in the valuation process. **P: MBA 701, MBA 711, MBA 741 or equivalents.**
- MSA 730 Financial Statement Analysis I (3)**  
A study of financial accounting procedures and the rules that govern disclosure. Emphasis is placed on basic financial statements and how alternative accounting methods affect those statements, the analysis of financial statement relationships, and the implications of alternative accounting methods for financial analysis and valuation. **P: MBA 701, MBA 711, MBA 741 or equivalents.**
- MSA 732 Capital Markets (3)**  
A study of macroeconomic and microeconomic principles, including the key components of economic activity, macroeconomic theory and policy. Also a study of equity investments, including securities markets, efficient market theory, the analysis of equity risk and return (for industries and companies), and technical analysis. **P: MBA 701, MBA 711, MBA 741 or equivalents.**
- MSA 734 Equity Analysis (3)**  
A study of the concepts and techniques that are basic to the valuation of equity securities. **P: MBA 701, MBA 711, MBA 741 or equivalents.**
- MSA 736 Fixed Income and Derivatives II (3)**  
A study of methods to estimate risk and returns for fixed income instruments, analyze fixed income instruments with unique features, and value fixed income instruments with embedded options. Discusses the valuation of futures, forwards, options, and swaps. **P: MSA 722.**
- MSA 738 Financial Statement Analysis II (3)**  
Presents the analysis and use financial statements and accompanying disclosures in the investment valuation process. Also discusses the differences among U.S. and international accounting standards as they relate to financial and valuation analyses. **P: MBA 701, MBA 711, MBA 741 or equivalents.**
- MSA 740 Portfolio Management (3)**  
A capstone course designed to enforce student knowledge and understanding of the security analysis and portfolio management process. **P: Last semester or last nine hours of enrollment in the MSAPM program.**

## THEOLOGY (THL)

Program Director: Richard W. Miller  
Program Office: Humanities Center, Room 134

### GRADUATE STUDY IN THEOLOGY

The graduate program in theology engages Christians of all denominations in intensive investigations of developments in the major areas of contemporary theology: Biblical Studies, Systematic and Historical Studies, Christian Life Studies (Moral Theology and Spirituality). The program is designed to provide a broad overview of the major areas and concentration in one area of theology chosen by the student. The program is intended for students preparing for doctoral studies, for the growing number of professionals engaged in theological and ministerial activities in churches and schools, for lay people seeking to further their theological education. While respecting and exposing students to other religious traditions, Creighton University, a Catholic and Jesuit university, conducts its theological inquiries within the Catholic-Christian tradition.

Inquiries about the program should be directed to The Director, Graduate Program in Theology, Department of Theology, Creighton University, Omaha, NE 68178.

### Program Goals

#### General Learning Outcomes

##### General Knowledge

1. Broad knowledge of methods, movements, figures, and primary texts in the three major areas of contemporary theology: Biblical Studies, Systematic and Historical Studies, Christian Life Studies (Moral Theology & Spirituality);

2. An understanding of the role of theological scholarship in the life of the Church.

##### Skills

1. Ability to reflect critically and creatively upon the relationship between the Christian tradition (as expressed in classic religious texts and arguments) and contemporary experience;
2. Ability to deal with change and sequence in the development of Christian self-understanding and discipleship;
3. Ability to read primary texts and the pertinent secondary literature critically;
4. Ability to research and write a coherent theological paper;
5. Ability to think critically and constructively and to engage in theological conversation.

### Faculty

Professors: M. Hamm (Graff Chair in Catholic Theological Studies), W. Harmless, R. Hauser, B. Malina, J. Mueller, J. O'Keefe (Jacobsen Chair in Communication), R. Reno, T. Salzman, R. Simkins, W. Wright (Kenefick Chair in the Humanities); Professor Emeritus: M. Lawler; Associate Professors: E. Burke-Sullivan, J. Fleming, T. Kelly, N. Roddy, T. Shanahan; Assistant Professors: S. Calef, R. Miller, L. Weber.

### Admission Requirements

Entry into the program requires a bachelor's degree from an accredited institution with a minimum of nine (9) semester hours of credit in theology or equivalent. Applicants should also have a "B" average in their undergraduate work and above average Graduate Record Examination scores of at least 500 on the verbal section. GRE scores from the last 10 years are accepted. The Graduate School requires all students from countries in which English is not the native language to demonstrate competence in English by a score of 550 in the TOEFL (Test of English as a Foreign Language) examination or 80 on the Internet-based Test (iBT) at the graduate level.

### Master of Arts (M.A.) with a Major in Theology

The Graduate Director will serve as the student's advisor and will help students choose a program of study best suited to their interests and career plans. Thirty-three (33) semester hours are required for the degree, including Plan A: 33 hrs. of courses followed by comprehensive examination; Plan B: 27 hrs. of courses followed by comprehensive examination, then 6 hrs. of THL 799.

#### Three required courses: Nine credit hours

THL 700	Seminar in Biblical Studies	3 credits
THL 730	Seminar in Systematic Theology	3 credits
THL 755	Seminar in Moral Theology	3 credits

#### Three area courses: Nine credit hours

One course (3 credit hours) in Biblical Studies	3 credits
One course (3 credit hours) in Systematic Studies	3 credits
One course (3 credit hours) in Christian Life Studies	3 credits

#### Elective courses: 9 or 15 credit hours:

Five courses (15 credit hours) Plan A	15 credits
Three courses (9 credit hours) Plan B	9 credits

#### Thesis Required for Plan B:

THL 799	Master's Thesis	6 credits
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### Teacher Certification

Students who are preparing to teach Religious Education must consult with the Education Department and the Theology Department before being accepted in one of the teacher certification programs. Students are also responsible for consulting with the appropriate agency in the state in which they intend to teach to learn about teacher certification requirements. Both the Education and Theology Departments must approve the student's admission to the BA/MA or MA with teacher certification programs.

### B.A./M.A. Theology/Religious Education Teaching Certification (Five-Years)

The departments of Theology and Education offer a national accelerated five-year Bachelor's and Master's degree program with teaching certification in religious education. Students concentrate on a theological curriculum that prepares them to teach religion. The Education component offers full Nebraska state certification for those remaining in the state as well as methods for teaching religion for those teaching elsewhere. Significant tuition scholarships are available for the one year of graduate studies. For more information, contact the Theology Department or Education Department.

### M.A. in Theology/Religious Education Teaching Certification (Two-Years)

The departments of Theology and Education offer a national accelerated two-year Master of Arts in Theology with teaching certification in religious education. Students concentrate on a theological curriculum that prepares them to teach religion. The program comprises two academic years and two summers. Significant tuition scholarships are available for participants in this program. For more information, contact the Theology Department or Education Department.

### Requirements for the Master of Arts in Ministry

See page 168 for information on the Master of Arts in Ministry program.

### Cross-Listing of Courses with the Master's of Arts in Christian Spirituality (CSP) program and the Master's of Arts in Ministry (MAM) program

Courses in the Master's of Arts in Christian Spirituality (CSP) program that are cross listed with Theology may be taken to fulfill electives in the MA in Theology. Theology courses in the Master's of Arts in Ministry (MAM) program may be taken, with permission of both program directors of the MA and MAM programs, to fulfill requirements and electives for the MA in Theology except for the three foundational seminars (i.e. THL 700: Seminar in Biblical Studies; THL 730: Seminar in Systematic Theology; THL 755: Seminar in Moral Theology).

Graduate students may enroll for 500 level courses at a 700 level, in order to complete their programs. They may not repeat a course that they have on their transcripts at a 500 level, and when they register for a 500 level course they will do so under one of the following numbers:

THL 794 Special Elective in Biblical Studies	3 credits
THL796 Special Elective in Historical-Doctrinal-Liturgical Studies	3 credits
THL 798 Special Elective in Christian Life Studies	3 credits

Students, when registering, should see the program director, who will complete the special elective course registration.



*Biblical Studies*

- THL 501 The Pentateuch** (3) OD  
Origin and composition of the first five books of the Bible. Historical and theological traditions contributing to their formation. Emphasis on their unique theology and on the use of the books in the New Testament period.
- THL 502 Old Testament Themes** (3) OD  
In-depth study of the themes of covenant and community as they are developed in the Pentateuch and in Prophetic and Wisdom Literature. A survey of contemporary scholarship will support a careful study of the pertinent texts.
- THL 503 The Prophetic Literature of the Old Testament** (3) 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) 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)  
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: THL 100 and 200-level Scripture course and Jr. stdg.**
- THL 507 The Gospel of Matthew** (3) OD  
A study of the theological vision of the text of this gospel, using all available methods and resources: redaction criticism, composition criticism, narrative criticism, etc.
- THL 508 The Gospel of Mark** (3) OD  
A study of the first written gospel, its outline and structure, authorship, sources and influence on later New Testament writings.
- THL 509 The Gospel of Luke and the Acts of the Apostles** (3) OD  
Study of Luke-Acts as a two-volume whole - a work of history, theology, and literary artistry.
- THL 511 The Gospel of John** (3) OD  
Study of the unique witness to the meaning of Jesus in the Johannine Gospel.
- THL 514 The Pastoral Epistles** (3) OD  
The first attempts to weld Christianity and Western humanism as initiated in the Epistles to Timothy and Titus.
- THL 516 The Book of Revelation (The Apocalypse)** (3) OD  
A contemporary scholarly interpretation of the book of Revelation with reference to contemporary apocalyptic.
- THL 517 The Parables of Jesus** (3) OD  
Stories that formed the core of Jesus' preaching. How he told them. How the evangelists retold them. How we understand them today.
- THL 518 Women and the Bible** (3) OD  
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.
- THL 519 Reading the Bible in the Context of the Time** (1) OD  
This course is intended as a primer for more carefully discerning the message of biblical passages by tempering interpretation with knowledge of the culture. Emphasis is on an analytical perspective of the cultural context within which the passages were written.

- THL 520 The Dead Sea Scrolls** (3) OD  
Introduction to the Dead Sea Scrolls and various theories about their origin. Exploration of the light they shed on the textual history of the Hebrew Bible, developments in ancient Judaism, and the early history of Christianity.
- THL 523 Israelite Religions** (3)  
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.
- THL 524 History of Ancient Israel** (3) OD  
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 525 Archaeological Field Work and Analysis** (3) (Same as ANT 525, CNE 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: THL 526**
- THL 526 Archaeology of Roman Palestine** (3) (Same as ANT 526, CNE 526)  
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 Israelites and other Middle Eastern peoples on the other, in the age that yielded Rabbinic Judaism, Christianity and Islam. **CO: THL 525.**
- THL 527 Study Tour of Biblical Israel** (3) S  
Two-week guided tour of the biblical sites in Israel. Typical sites: Caesarea Maritima, Sea of Galilee, Tiberias, Bethsaida, Capernaum, Tabgha, Jordan River, Sepphoris, Megiddo, Nazareth, Mt. Tabor, Hazor, Tel Dan, Caesarea Philippi, Tel Bet Shean, Jericho, Judean Wilderness, Mt. of Olives, Bethlehem, Jerusalem, Masada, and Qumran. A biblical scholar accompanies the group, supplementing local guides. Requirements include readings before trip, written reflections afterward.
- THL 528 The Septuagint** (3) II (Same as Greek 528)  
Readings from the Greek Old Testament, commonly known as the Septuagint (LXX); study of its cultural and religious background.
- THL 529 Translations of the Bible** (3)  
Various ancient translations of the Bible and their significance.
- Historical-Doctrinal-Liturgical Studies*
- THL 530 Contemporary Catholic Theologians** (3) OD  
Key themes in the thought of Rahner, Conger, De Lubac, Lonergan, and other contemporary Catholic theologians.
- THL 531 Studies in Early Christianity** (3) I 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.
- THL 532 Ecclesiology: Contemporary Church Questions** (3)  
Study of selected issues in the contemporary church. Offered at the Jesuit College in St. Paul, Minnesota.

- THL 533 Ecclesiology: Contemporary Church Questions (3)**  
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)**  
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.
- THL 535 Doctrinal Development: Christology (3) OD**  
Development of the Christian community's understanding and teaching about the person and work of Jesus Christ.
- THL 537 Doctrinal Development: Sin and Grace (3) OD**  
Development of the Christian community's understanding and teaching about the mysteries of grace and sin.
- THL 538 Seminar in Christian Anthropology (3)**  
Study of Christian theological anthropology in eastern and western traditions.
- THL 539 Seminar in Christian Eschatology (3)**  
Study of issues and images related to the theology of the afterlife in Christian traditions.
- THL 540 Ecclesiology: The Documents of Vatican II (3)**  
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 544 Christian Celebration: The Liturgical Year (3) OD**  
Biblical origins and historical development of feasts and seasons, 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) 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 550 History of the Christian Church (3) II**  
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.
- THL 552 Studies in Medieval Christianity (3)**  
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).
- THL 555 Major Christian Theologian (3)**  
This course involves an in-depth study of the life and writings of a major Christian theologian, one who shaped Christian history and doctrine in a decisive way: for example, Origen, Gregory of Nyssa, Augustine, Maximus the Confessor, Bonaventure, Thomas Aquinas, Martin Luther, John Calvin. This course is repeatable is taken under a different topic to a maximum of 6 credits.
- Christian Life Studies*
- THL 560 Theology of Ministry (3) OD**  
Through historical investigation of the practice of ministries in the western church from earliest times to the present, this course aims to arrive at some systematic conclusions about the nature of ministry.

- THL 561 Finding God in Daily Life: Prayer and Discernment (3) 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.
- THL 563 Contemporary Moral Problems (3) OD**  
A comprehensive study of one or more moral issues facing contemporary society.
- THL 564 Christian Sexual Ethics (3) 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) OD**  
Historical development of Catholic social teaching from the 1891 publication of "The Condition of Labor" to the present. Students are encouraged to apply the core insights of the tradition to contemporary issues.
- THL 567 Ethical Issues in Health Care (3) OD**  
Inquiry into the values and ethical problems of modern medicine from the viewpoint of Christian theology.
- THL 568 Women in the Christian Tradition (3) OD (Same as WGS 568)**  
Study of the outlook on man, woman, and divinity in the Bible, the Christian churches past and present, and "post-Christian" feminism. Examination of the Judeo-Christian tradition, both the pervasiveness of its patriarchal assumptions, and the liberating resources it can contribute to a healthy understanding of maleness and femaleness today.
- THL 572 Ethics and Spirituality (3) 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)**  
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.
- THL 574 Faith and Food (3) OD**  
A biblical and contemporary approach to food as fellow creature, medium of fellowship, component of worship, tool of exploitation, prophetic symbol, and object of stewardship.
- THL 575 Foundations of Christian Spirituality (3) OD**  
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) 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) OD**  
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)**  
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.
- THL 580 Christianity and Modern Humanism (3)**  
Comparative study of classical Christian accounts of the human condition and various modern, post-theological accounts.
- THL 583 Exploring Buddhism (1)**  
An overview of the Buddhist tradition. The basic doctrines of Buddhism and the path to liberation (nirvana). Concentration on Buddhism in Tibet and the Zen tradition in Japan.
- THL 585 Foundational Principles and Leadership Skills For Youth Ministry (4)**  
The foundational understandings and principles of comprehensive youth ministry; a deeper understanding for the minister of the theological foundations of youth ministry. Theories, skills and approaches for effective leadership in ministry.
- THL 586 Fostering the Faith Growth of Youth Through the Components of Youth Ministry (4)**  
Exploration of adolescent spirituality, theological and spiritual foundations for engaging young people in the work of justice and service, theological understandings of faith, discipleship, and Catholic identity, and caring for young people and their families.
- THL 587 Methods of Teaching Religion in Elementary School (3)**  
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)** (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; at least one non-Christian perspective on war. Special attention given to the formation of personal conscience in reflection on public policy and world events, both historical and current. **P: THL 250; Jr. stdg.**
- THL 594 Special Seminar in Biblical Studies (3)**
- THL 596 Special Seminar in Historical-Doctrinal-Liturgical Studies (3)**
- THL 598 Special Seminar in Christian Life Studies (3)**
- THL 660 Dreams and Spiritual Growth (3) S** (Same as CSP 660)  
This course will explore the significance of dreams in discerning spiritual growth. Some attention will be given to the role of dreams in scripture and Christian tradition. The primary aim of the course is to familiarize participants with the psychology of dreaming and with contemporary methods for discerning the religious meaning of one's dreams: in one's own spiritual growth and development as well as in working with dreams in the context of spiritual direction.
- THL 661 T'ai Chi Chih: Joy through Movement (1) S** (Same as CSP 661)  
T'ai Chi Chih's body movement meditation releases stress by relaxing the body and refreshing the mind. The twenty simple movements can be done by all regardless of age and physical condition.
- THL 662 Chi-Kung Moving Meditation: Embodying Spiritual Attentiveness (1) S** (Same as CSP 662)  
An introduction for Christians to an ancient system of movements developed by Chinese hermits and contemplatives in order to harness and order the body's energies, thereby providing a positive role for the body in spiritual development. This class is also open to students enrolling as auditors.
- THL 664 Spirituality of John (1) S** (Same as CSP 664)  
Course examines themes from writings of John in the New Testament central for spirituality.
- THL 665 Theological Virtue Ethics (3)** (Same as MLS 665)  
In recent decades, virtue ethics has made a comeback. This seminar will give a close reading to the principal source of Christian virtue ethics, Thomas Aquinas's *Treatise on the Virtues*. We will then examine a contemporary Ignatian appropriation of virtue for a Christocentric ethics for the real world today.
- THL 666 Centering Prayer and the Experience of God (1) S** (Same as CSP 666)  
Contemplative practices such as *Lectio Divina* and Centering Prayer, which directly cultivate the experience of God's presence and extend the interior silence of prayer into daily life. Additional topics include prayer as relationship, the experience of the Dark Night, and fruits of contemplative prayer in daily activity.
- THL 667 Masculine Spirituality (1)** (Same as CSP 667)  
Reflection on issues in Christian spirituality of particular relevance to men.
- THL 668 Feminine Spirituality (1)** (Same as CSP 668)  
Reflecting on issues in Christian spirituality of particular relevance to women.
- THL 669 Salesian Spirituality (1-3) S** (Same as CSP 669)  
Introduction to the Salesian spiritual tradition co-founded in 17th century by Francis de Sales and Jeanne de Chantal. Seminal texts such as *Introduction to the Devout Life* as well as the lives of the founders as backdrop for exploration of central Salesian themes as resources for contemporary living.
- THL 670 Art and Spirituality (1-3) OD** (Same as CSP 670)  
With an experiential, hands-on format using watercolor and other art media, this course provides an opportunity for right-brain expressions of prayer, spiritual understanding, and experience of God.
- THL 672 Text and Context: A Study of the Bible in Transmission and in Translation (3)**  
The Bible, both Old Testament (or Hebrew Bible) and New Testament, has been transmitted (that is, copied in original languages) and translated (into other languages) more than any other document from antiquity. This course will focus on the social, political, historical, religious, even technological circumstances in which this activity has been conducted for more than two millennia, exploring how the texts reflect both the contexts of the copyists and translators, their own society and their understanding of the sacred texts with which they worked.
- THL 673 Spiritual Dialogue: East Meets West (3) OD** (Same as CSP 673)  
Overview of perspectives and practices from Eastern wisdom that have parallels in Christianity and can deepen prayer experiences, as well as Eastern ideas that challenge Christian beliefs.
- THL 675 Spirituality of Luke-Acts (3) S** (Same as CSP 675)  
Study of the spirituality implicit in Luke's two-volume masterpiece. Focus on God, Jesus, Holy Spirit, discipleship, possessions, community, mission, the Christian reading of the Hebrew Scriptures, and how narrative is a vehicle of theology and spirituality.
- THL 678 The Spirituality of Paul (1-3) S** (Same as CSP 678)  
A study of the Pauline correspondence to analyze what these letters imply regarding the gospel vision as a way of seeing that leads to a way of being. This course will focus especially on Paul's Jewish background and his use of that tradition to explain Jesus as the climax of the covenant and his way as the fullness of human being; creation, community, cross, new creation.



*Biblical Studies*

- THL 700 Seminar in Biblical Studies (3)**  
Introduction to fundamental issues in biblical studies, with special attention to methodology and development of research skills.
- THL 701 Biblical Interpretation: Hermeneutics in the Writing and in the Reading of Scripture (3) OD**  
A study of the ongoing interpretive process that first formed the Judeo-Christian biblical traditions and then made use of those traditions in the development of the post-canonical tradition. First, how the Bible was made; then, what was made of the Bible. Implications for interpreting Scripture today.
- THL 702 The Gospel of Mark (3) OD**  
In-depth study of earliest gospel, using historical, literary, and theological perspectives. Special attention to Mark's use of the Old Testament, his interpretation of Jesus and the Church, and the implications for using this text for Christian life and worship today.
- THL 703 The Social and Historical Context of the Bible (3) OD**  
An examination of the social and historical world out of which the texts of the Bible were written.
- THL 704 Contemporary Biblical Interpretation: The Synoptic Gospels (3) OD**  
Investigation of the two main approaches to biblical interpretation, the historical critical method and the literary aesthetic method, and of the specific theories of reading from which they derive. Reasons for following the scenario model of reading. Methods applied to selected Synoptic passages and to selected statements of church councils to test their ramifications.
- THL 705 New Testament Churches (3) OD**  
Study of realities of first-century church life expressed and implied in the canonical documents, e.g. the church of Mark, of Matthew, of John, of Luke-Acts, of Hebrews, of 1 and 2 Corinthians. In what ways are these New Testament images of first-century church life normative for church life today?
- THL 706 The Gospel of Matthew (3) OD**  
An in-depth exploration of the Gospel of Matthew using a variety of methods, especially redaction criticism and narrative analysis. Special attention to Hebrew Bible background.
- THL 707 The Life and Spirituality of Ignatius of Loyola: Relevance for Today (3) OD**  
Course presents the historical context, life and spirituality of Ignatius of Loyola. Focusing on his writings, especially *The Spiritual Exercises*, it explores relevance for contemporary spirituality. Special attention paid to recent superior general Father Pedro Arrupe as an interpreter of Ignatius for today. Course invites students to practice Ignatian spirituality and to reflect on relevance for own spirituality.
- THL 708 Paul: The Major Writings (3) OD**  
Study of Galatians, Romans, and the Corinthian correspondence, with special attention to their literary forms and their implied pastoral settings.
- THL 709 The Gospel of John: Contemporary Approaches (3) OD**  
An investigation into the framework of John and exegesis of select text-segments in terms of Johannine source criticism, historical criticism and socio-linguistics, viewing the gospel as a prime example of anti-language.
- THL 710 The Mediterranean Matrix of Christian Theology (3) OD**  
Christian theology has most often been articulated in analogies taken from the Mediterranean world and Mediterranean social experience: God the Father, Trinity, Grace, Salvation, Mediation, Patron Saint, Holiness and the like rank among such analogies. This course investigates the cultural and contextual meanings of these analogies, not as sets of abstract philosophical ideas, but as the vibrant social metaphors they originally were. Comparative scenarios describing the culture(s) of the Mediterranean basin are presented. The aim is adequate interpretation of what these originally meant in their Mediterranean setting, with parallel developments in Judaism and Islam.
- THL 711 Israelite Religion in Perspective (3) OD**  
The development of the religion of Israel will be studied from its origins to the time of Jesus. Emphasis will be placed on the relationship between Israel's religion and the religion of her Near Eastern neighbors, and on its continuities and discontinuities with the Christian faith.
- THL 712 Creation and Ethical Order (3) OD**  
The biblical views of creation will be studied and compared with ideas of creation in other cultures, ancient and modern. Emphasis will be placed on the role creation plays in structuring societal values and defining the meaning of existence.
- THL 713 Liberationist Readings of New Testament Texts (3) OD**  
The perennial hermeneutical issue - how one interprets, understands, and uses past traditions in the present - addressed from a liberationist perspective. Introduction to hermeneutical theory followed by examination of readings of New Testament texts from diverse liberationist perspectives: South African, Latin American, Asian, feminist, and womanist.
- THL 714 The Pentateuch: Issues of Ethics and Morality (3) OD**  
A textcritical study of human behavior in the narratives of the Pentateuch focusing on the Book of Genesis. These stories are examined in light of their ancient Near Eastern socio-historical context to better understand their often strange, sometimes disturbing plots and to discern their timeless and universal themes.
- THL 715 Marian Spirituality (1-3) S (Same as CSP 715)**  
This course will explore "Mary as mother and teacher of the spiritual life," e.g., Mary and the Holy Spirit, Mary's virtues, Mary as first disciple of the Lord, as Servant of the Lord, and as Model of the Church. This course likewise studies the various expressions of Mary's place in the universal call to holiness, e.g., the "Marian thread" in the lives of the Saints, with a special emphasis on the new Saints and Blesseds of Pope John Paul II.
- THL 716 C.S. Lewis: Christian Apologist and Spiritual Writer (3) S (Same as CSP 716)**  
This course will study the religious thought and spirituality of the 20th century's foremost Christian apologist through a reading and discussion of his many-sided religious and spiritual writings.
- THL 717 Jungian Psychology and Christian Spirituality (3) S (Same as CSP 717)**  
This course will explore the relationship between major aspects of Jung's psychological theory and Christian Spirituality. The principal aim of the course is to familiarize participants with basic concepts of Jungian psychology and to assimilate what is most useful in Jung for pastoral practice, one's own spiritual life and development as well as spiritual direction. Some films and fairytales will be used to convey concepts.
- THL 718 Scripture, Spirituality, and Feminism (3)**  
An introduction to the presuppositions and principles that inform feminist biblical interpretation, followed by an exploration of the implications of feminist readings for Christian spirituality.
- THL 722 Mary in the Life of St. Ignatius (1)**  
This short course will explore Mary in the life of St. Ignatius by investigating his autobiography and other writings. It is written, "Ignatius dreamed of a lady who was for him the doorway of the graces he would receive throughout his life. He asked Mary to grant his greatest desire, "to deign to place him with her Son."

*Systematic and Historical Studies*

- THL 730 Seminar in Systematic Theology (3)**  
Introduction to fundamental issues in systematic theology, with special attention to methodology and development of research skills.
- THL 731 Systematic Theology: The Mediated God (3) OD**  
This course examines systematically: (a) the mediating function of symbol in a human life; (b) theology as humankind's search to mediate the Transcendent in symbolic language; (c) Christology as Christian humankind's search to mediate the Transcendent in Jesus called *christos*; (d) ecclesiology as Christian humankind's search to mediate the Christ in the community of women and men called *ekklesia*; (e) sacramentology as Christian humankind's search to mediate the Transcendent in solemn symbolic actions called *mysteria*.
- THL 732 Theologies of Salvation (3) OD**  
A theological reflection on the question: "What does it mean to be saved in Jesus Christ?" In dialogue with biblical, traditional and contemporary insights, including liberationist, feminist and ecologically sensitive theologies, students are asked to propose a theology of salvation relevant to contemporary life.
- THL 733 Images of the Church through the Ages (3) OD**  
The kaleidoscopic journey of the pilgrim church through successive historical paradigms—from primitive Christianity's apocalyptic paradigm, to the post-modern ecumenical paradigm, including the Hellenistic, medieval-Roman-Catholic, Reformation-Protestant, Counter-Reformation Catholic, Protestant-Orthodox, and Modern-Enlightenment paradigms. Salient images of the church within each of these historical paradigms and movements accompanying them.
- THL 734 The Quest for Christian Identity (3) OD**  
The meaning of being Christian in contemporary times within American society.
- THL 736 Systematic Theology According to Karl Rahner (3) OD**  
Theological methodology of one of the premier Catholic theologians of the 20th century: Karl Rahner's thought as foundational for much of contemporary Roman Catholic theology. Topics include: the human family and its relationship to mystery (Sin and Grace); the theology of symbol—how the mystery of grace is worked out in our material world (Christology and Ecclesiology); and the life of Grace — the work of the Holy Spirit in our social liberation (Prayer, Discernment, and Ethics).
- THL 737 The Historical Context for Theology in America (3) OD**  
Examination of forces that have influenced Catholic theological thought in the United States. Topics that may be explored include denominationalism, church-state relations, civil religion, evangelicalism, fundamentalism, gender, nativism, the African-American experience, Native American experience, Judaism, trusteeism, immigration, social justice, etc.
- THL 740 Inventing Christianity: The Emergence of the Christian Theological Tradition (3) OD**  
Course explores development of early Christian theological tradition from its apostolic foundations through the Council of Chalcedon emphasizing four themes: the origin and development of the Christian empire, the search for the Christian doctrine of God, understanding the God-Man, Augustine and his influence.
- THL 741 The Writings and Theology of Augustine (3)**  
An exploration of the career and thought of one of the greatest theologians of the Christian tradition through a focus on three classic texts, *The Confessions*, *The Trinity*, and *The City of God*; includes examination of the controversies and debates which have shaped Christian views on creation, Church, sacraments, and grace.
- THL 744 Christian Social Ethics (3) OD**  
Introduction to the major alternative modes of thought and action by which Christians have sought to express concern for social and political issues. Stress on the social dimension of Christian ethics.

- THL 745 Ecumenical Theology: Protestant, Catholic, Orthodox (3) OD**  
Examination of post Vatican II ecumenism, from a theological analysis of the problem of church division to the rationale for ecumenical dialogue. Models of ecumenical agreement and progress with special attention to the question of consensus and ecumenical "success". Current topics from Protestant-Catholic and Orthodox-Catholic dialogues are surveyed.
- THL 746 Justification and Justice: Jewish, Protestant and Catholic Models (3) OD**  
Different models of divine intervention into human life lead to different models of human response. The center of gravity for this course will be the doctrine of justification. Under examination will be the ways in which contemporary theologians articulate the social and political response engendered by the divine initiative in modern life. Four responses come into play: self-transcendence (Niebuhr and Metz), obedience (Ramsey and NCCB), discipleship (Yoder), and dialogue (Buber).
- THL 752 The Sacraments of Initiation (3) OD**  
Study of the anthropological roots, historical formation, and interrelation of the three traditional moments in Christian Initiation: Baptism, Confirmation and Eucharist, in light of the new Rite of Christian Initiation of Adults (R.C.I.A.) as basic text, of official Catholic Church pronouncements, of the Lima Document of the World Council of Churches, and of various contemporary theologies.
- THL 753 Liturgy and Time (3) OD**  
Reflection on the temporal nature of Christian life by study of the historical formation and sacramental dimensions of the liturgical (a) day, (b) week, and (c) year. Topics include: meaning of Christian celebration, origins of Christian daily prayer (the Divine Office), Christ's presence in the Church through liturgical memorial, Sunday and the weekly cycle, the Easter and Christmas cycles, the feast day as Christian sacrament, the Sanctoral Cycle, the reforms of Vatican II, the ethical significance of the liturgical year.
- THL 754 Liturgical Praxis and Ecclesial Self-Consciousness (3)**  
Examines the liturgical practices (time, place, event) of Latin Rite Catholic, Orthodox, Protestant, and Anglican traditions in order to understand the basic liturgical forms of the traditions and to explore the ecclesial self-consciousness of these Christian bodies through the lens of liturgical practice.
- Christian Life Studies*
- THL 755 Seminar in Moral Theology (3)**  
Introduction to fundamental issues in moral theology, with special attention to methodology and development of research skills.
- THL 756 Theology of the Moral Life (3) OD**  
Elements of Christian moral experience and understanding, as well as the criteria of Christian moral judgment and action.
- THL 757 Christian Nonviolence: Jesus, Prince of Peace (3) OD**  
History of peacemaking and non-violence through Christian figures and movements. Biblical roots, pacifism in the early Church, the medieval "peace of God," Reformation peace churches, and recent developments: the 20th century Catholic peace movement, official documents from Christian churches, and Christian leaders including Martin Luther King, Thomas Merton, and Dorothy Day. Non-violence is considered as both social action and spiritual discipline.
- THL 758 Roman Catholic and Protestant Ethics (3) OD**  
Ethical approaches of leading European and American Catholic and Protestant ethicists: Rahner, Janssens, Gustafson, Ramsey, Fletcher, Grisez and McCormick.
- THL 760 Scriptural Foundation of Christian Spirituality (3) S (Same as CSP 760)**  
Introduction to Scripture, especially the New Testament, as the foundation to all Christian Spirituality. Faith, prayer, Holy Spirit, Church, centrality of Christ.
- THL 761 Liturgical Foundations of Christian Spirituality (3) S (Same as CSP 761)**  
An exploration of the Church's liturgical prayer life as an important basis and foundation for Christian Spirituality.

- THL 762 Doctrinal Foundation of Christian Spirituality** (3) S (Same as CSP 762)  
This course examines the foundational doctrines of faith, such as, the Trinity, the divine and human Jesus, salvation by Christ, God's activity in history, the Holy Spirit, and explores their relevance for the Christian spiritual journey, including the relationship to God, to all humanity and to the entire created universe.
- THL 764 Prayer and Christian Spirituality** (3) S (Same as CSP 764)  
Using classical and contemporary texts in Christian Spirituality, course studies the theology, methods, stages and dynamics of personal prayer and mysticism. This course is graded Satisfactory/Unsatisfactory.
- THL 765 Prayer, Intimacy, and True Christian Growth** (3) S (Same as CSP 765)  
The connection between spiritual and human growth, the necessity of keeping a relationship with Christ, and concrete simple ways of doing it each day.
- THL 766 Contemplation in the Christian Tradition** (3) S (Same as CSP 766)  
Course examines approaches to contemplation in classical and contemporary texts. Among authors and texts studied are the following: Pseudo-Dionysius, Cloud of Unknowing, Meister Eckhart, Teresa of Avila, John of the Cross.
- THL 767 Spanish Mysticism** (3) S (Same as CSP 767)  
Study of Ignatius of Loyola, Teresa of Avila and John of the Cross, discussing their spirituality, teachings on prayer, and understanding of human life as a pilgrimage with Jesus, ending only when total union with God is reached.
- THL 768 Foundational Texts in Christian Mysticism** (3) OD  
Introduction to a wide variety of primary texts in medieval mysticism including works of Teresa of Avila, early Franciscan sources, and Ignatius of Loyola. Students are guided through texts and challenged to apply these texts to practical ministerial experiences.
- THL 769 The History of Christian Spirituality** (3) S (Same as CSP 769)  
Development from post-apostolic age to the present. Some of the classics of Christian Spirituality.
- THL 770 Called to Holiness: The Christian Vocation** (3) S (Same as CSP 770)  
Saints, ways to sanctity, past and present. The Communion of Saints. **NOTE:** This course fulfills the requirement for a course in the history of spirituality.
- THL 773 The Theology of the Spiritual Exercises of St. Ignatius** (3) S (Same as CSP 773)  
Theology, interpretations, commentators, structure, with practical applications. Students will draw greater benefit from this course if they have a prior experience of the Spiritual Exercises either in an individually directed silent retreat or an extended retreat in daily life.
- THL 776 Discernment of Spirits: Theory and Practice** (3) S (Same as CSP 776)  
Study of the tradition of discernment in the Church with special emphasis on the rules for discernment of spirits in the Spiritual Exercises and the application of these to Christian life and practice.
- THL 778 Biblical Roots for Peace and Justice Ministry** (3) S (Same as CSP 778)  
How to use Scripture responsibly in approaching the social and planetary issues of the third millennium. Sample topics: creation and ecology, violence and nonviolence, hunger and stewardship, conscience and civil authority, option for the poor. Opportunity for special issue study.
- THL 779 Spirituality and Social Concerns** (3) S (Same as CSP 779)  
Reflections on the practice of spiritual direction, retreat leadership, and other pastoral ministries in light of themes of justice, peace and solidarity in scripture, Christian history, Catholic social teaching, and human experience. Investigation of how the reality of social injustice affects the private and public dimensions of the spiritual life. Emphasis on personal appropriation and leadership development so that students may integrate knowledge that gain into the ministries.

- THL 785 Psychodynamics of Spiritual Growth** (3) S (OD) (Same as CSP 785)  
Human development studied through the main traditions within psychology and spirituality. How psychological and spiritual dynamics are integrated in personal formation with practical applications for spiritual direction and other ministries. Stress, anger, anxiety, control issues, fear, leisure, addictions, grief, sexuality, guilt and shame are seen within adult life-stages moving toward healing, discernment and wholeness.
- THL 786 Family Spirituality** (1-3) S (Same as CSP 786)  
Designed for both those who are family and those who minister to families. Key questions: What are the elements of a spirituality derived from within the experience of family? What is the relationship between such a spirituality and the classic traditions of Christian spirituality?
- THL 789 Spirituality for Americans: Thomas Merton's Contemplative Vision** (3) OD (Same as CSP 789)  
The relevance of Merton for contemporary American spirituality. Merton in context of the American experience: his life, writing and thought as guidelines for living the Gospel today. Special attention to themes of True Self, Contemplation and Non-violence.
- THL 790 Spiritual Formation** (3) S, OD (Same as CSP 790)  
The nature and dynamics of spiritual formation, emphasizing personal developmental aspects of spiritual growth. Practical aspects of the spiritual life: spiritual identity, spiritual consciousness, holistic spirituality. Theoretical perspective on formative relations in structured situations: religious formation, seminary formation, spiritual formation in parishes. Formation issues: spiritual growth through stages of the life cycle, sexuality and chastity, conflict and community, suffering and death, work and ministry.
- THL 791 Spirituality and Sexuality** (3) (Same as CSP 791)  
As body-persons, all men and women are called to integrate the various dimensions of our human existence within a thought out/lived out perspective, i.e., a spirituality. For various historical, cultural, and religious reasons incorporating our sexuality can be challenging, even problematic. Through lecture, guided reading/reflection, class discussion, and writing, students will be encouraged to develop their personally meaningful spirituality of sexuality.
- THL 792 Practicum in Ministry** (3) OD  
Supervised experience in a practical ministry of the student's choice in consultation with the Program Director.
- THL 793 Directed Independent Readings** (1-4) OD  
To be arranged. Repeatable up to 8 credits.
- THL 794 Special Elective in Biblical Studies** (3)
- THL 795 Directed Independent Study** (3) OD
- THL 796 Special Elective in Historical-Doctrinal-Liturgical Studies** (3)
- THL 797 Directed Independent Research** (3) OD
- THL 798 Special Elective in Christian Life Studies** (3)
- THL 799 Master's Thesis** (3) OD



## GRADUATE COURSES AND DESCRIPTIONS

The following graduate courses may, with the approval of the major advisor, be included as specified in certain graduate degree programs offered by other departments.

### ACCOUNTING (ACC)

- ACC 516 Special Managerial Accounting Issues (3)**  
The course covers advanced managerial accounting topics, such as capital budgeting, management control systems, and activity-based costing and activity-based management. It 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; Jr. stdg.**
- ACC 521 Advanced Accounting (3)**  
The course involves the study and application of financial reporting concepts to specialized accounting problems and cases, including accounting for business combinations, consolidated financial statements, nonprofit entities, and entities operating in the international environment. The course also includes the in-depth study of specific corporate financial accounting standards and practices related to accounting for income taxes, long-term liabilities, dilutive securities, long-term investment in bonds, and accounting changes. The means of analyzing and interpreting accounting data is also emphasized in the course. **P: ACC 315, 319; Sr. stdg.**
- ACC 538 International Accounting (3)**  
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; BUS 256.**
- ACC 544 Advanced Taxation (3)**  
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. **P: ACC 343; Jr. stdg.**
- ACC 579 Seminar in Accounting (3)**  
Exploration and analysis of selected problems and issues in the accounting area of today's environment. Course content changes from semester to semester. **P: ACC 201, 202; Sr. stdg.**

### ANTHROPOLOGY (ANT)

- ANT 525 Archaeological Fieldwork and Analysis (3)** (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.)
- ANT 526 Archaeology of Roman Palestine (3)** (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.

### BIOLOGY (BIO)

- BIO 501 Bioinformatics: Genomics Approach (4)**  
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.
- BIO 517 Current Topics in Genetics (3) I, II**  
A lecture/discussion course which examines contemporary issues in genetics. Topics include, but are not limited to molecular and genetic aspects of autoimmune disease, aging, behavior, cancer, development, evolution, genomics, proteomics, etc. In addition, methods which accompany such studies, such as bioinformatics and *in silico* biology, will also be examined. Both faculty and students are involved in presenting information. **3R. P: BIO 317.**
- BIO 520 Cytogenetics (4) I, AY**  
Cytogenetics is the science of the structure and behavior of chromosomes. We will examine chromosome transmission, rearrangements and structure, and the effects of these phenomena on speciation in plants and animals. **3R, 3L.**
- BIO 523 Environmental Toxicology (3) II** (Same as EVS 523)  
Principles of environmental tolerance, bioenergetics and nutrition, homeostasis, and toxicology and disease will be developed and related to the organismal, population and community levels and to comparative responses to environmental disturbance. The course uses a reading/discussion format. **3R. P: BIO 211 and 212.**
- BIO 532 Current Topics in Cellular and Molecular Biology (3) II**  
Molecular mechanisms controlling the growth and differentiation of eukaryotic cells, including gene expression, cell growth and division, signal transduction, development, germ cells, immunity, and cancer. **3R. P or CO: Any two of these courses: BIO 317, BIO 362, BIO 417, CHM 381.**
- BIO 539 Ecology of Zoonotic Diseases (3)** (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 wildlife populations. **P: BIO 211 and 212 and one of the following: BIO 351 or BIO 390 or BIO 432 or BIO 481.**
- BIO 549 Environmental Physiology (3) II** (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 333 or 335 or BIO 483 or BIO 449.**
- BIO 551 Current Topics in Microbiology (3) II**  
A lecture/discussion course focused on current issues in the field of microbiology. Topics may include but are not limited to the molecular and genetic aspects of host-microbe interactions, microbial ecology, microbial biotechnology, or bio-defense. We will focus on model microbial systems to illustrate the basic strategies bacteria use to accomplish specific requirements, and through paper discussions students will also be exposed to the latest research trends and some of the current techniques used in genetics and molecular biology. **3R. P: BIO 351, and one of the following: BIO 317, BIO 362 or BIO 417.**

- BIO 559 Special Topics in Physiology (3) II**  
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. 3R **P: BIO 449.**
- BIO 561 Entomology (4) I, AY (Same as EVS 561)**  
Introduction to insect biology with emphasis on the major insect groups. Anatomy, physiology, and behavior of insects and their ecological, agricultural, and medical importance. 3R, 3L. **P: BIO 211 and 212.**
- BIO 562 Neurobiology (3) I**  
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 211 and BIO 212 and either, BIO 333 or BIO 449.**
- BIO 563 Neurobiology Laboratory (2) I**  
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 562.**
- BIO 567 Cellular and Developmental Neuroscience (3) II**  
This course will provide an introduction to processes regulating the development of the mammalian central nervous system. Attention will be given to how classic research findings in the field of developmental neuroscience have formed the modern understanding of the formation, functioning, and repair of the central nervous system. 3R. **P: BIO 211 and 212 and one of the following: BIO 449, BIO 362, BIO 467.**
- BIO 571 Animal Behavior (3) I, S (Same as EVS 571)**  
Evolutionary aspects of animal behavior, including physiological bases of behavior, social behavior, behavioral ecology and genetics of behavior. 3R. **P: BIO 211 and 212.**
- BIO 572 Animal Behavior Laboratory (2) II (Same as EVS 572)**  
Introduction to animal behavior research methods using structured observations and experiments in laboratory and field settings. 3L. **P: BIO 571.**
- BIO 580 Current Topics in Ecology (3) II (Same as EVS 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. 3R **P: BIO 390 or 481 or 485.**
- BIO 581 Evolution (4) I (Same as EVS 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. 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 designed 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.**

## CHEMISTRY (CHM)

- CHM 502 Inorganic Chemistry II (3) II**  
Additional topics in inorganic chemistry. Emphasis on organometallic chemistry of transition metals, molecular binding, synthesis and chemical reactivities of inorganic and organometallic compounds. **P: CHM 501.**
- CHM 506 Environmental Chemistry and Natural Resources (3) II**  
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.**
- CHM 521 Advanced Organic Chemistry: Synthetic Organic Methods (3) (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.**
- CHM 523 Bioorganic Chemistry (3) OD**  
A survey of current topics at the boundary between organic chemistry and biology, with emphasis on enzyme mechanisms, enzyme inhibition, enzyme models, and natural products. The current chemical literature will serve as source material for study and discussion. **P: CHM 323.**
- CHM 525 Organic Spectroscopic Analysis (3) 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 324, CHM 341, or IC.**
- CHM 527 Polymer Chemistry (3)**  
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.
- CHM 528 Polymer Chemistry Laboratory (1)**  
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) I**  
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) OD**  
Selected topics from physical chemistry that match the interests of faculty and students, e.g. macromolecular chemistry, will be discussed. The course will begin with review of related material from the year's course in physical chemistry and end with current research. **P: CHM 443.**
- CHM 544 Quantum Chemistry (2) 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 443.**

- CHM 545 Advanced Kinetics** (2) 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 443.**
- CHM 546 Use of Demonstrations in the Teaching of Chemistry I** (2-3) S  
This course concentrates on the use of demonstrations, activities, and other new ideas for use by the teacher in the presentation of chemical principles in the classroom. The theory behind each activity will be thoroughly discussed along with appropriate safety precautions.
- CHM 548 Chemical Applications of Spectroscopy** (2)  
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.
- CHM 549 Computational Chemistry** (2)  
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
- CHM 551 Descriptive Inorganic Chemistry** (3) OD  
Descriptive inorganic chemistry and laboratory practicum. A systematic study of the main group elements with an emphasis on chemicals and chemical reactions and processes of importance to society. Includes ten seven-hour sessions consisting of a four-hour lecture/discussion and three-hour laboratory format. Each laboratory session includes 10-15 short experiments or activities. Many of the activities could be utilized at the high school level; however, the purpose of the course is to extend the participant's depth of knowledge of descriptive chemistry by first-hand laboratory experience. Students completing this course are excused from the laboratory portion of CHM 501.
- CHM 555 Microscale Gas Chemistry** (1-3) S  
Lecture/Laboratory course designed to present the use of gases to teach or experimentally discover important concepts of the high school and college chemistry curriculum. Environmental issues, reaction stoichiometry, intermolecular forces, catalysis, combustion, and molar mass are a few examples. High school teacher participants will learn to safely and conveniently generate over a dozen gases for classroom and use in the teaching laboratory. Each gas can be used in a variety of experiments or classroom demonstrations. Each experiment will be linked to one or more chemistry concepts with discussion of pedagogy as appropriate.
- CHM 575 Nucleic Acid Biochemistry** (3) 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 381.**
- CHM 586 Elementary School Science Demonstrations and Classroom Activities** (3)  
This course offers elementary teachers practical methods for doing science in the classroom. Demonstrations and classroom activities that use a hands-on, interactive approach with students will be presented. The current methodology for interfacing science with language arts will be presented.

## CLASSICAL AND NEAR EASTERN STUDIES (CNE)

- CNE 520 The Dead Sea Scrolls** (3) OD (Same as THL 520)  
Introduction to the Dead Sea Scrolls and various theories about their origin. Exploration of the light they shed on the textual history of the Hebrew Bible, developments in ancient Judaism, and the early history of Christianity.
- CNE 524 History of Ancient Israel** (3) 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.
- CNE 525 Archaeological Field Work and Analysis** (3) S (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) S (Same as ANT 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: CNE 525.**
- CNE 529 Translations of the Bible** (3) OD (Same as THL 529)  
Various ancient translations of the Bible and their significance.

## COMMUNICATION STUDIES (COM)

- COM 501 Varsity Debate and Forensics** (1-3)  
Intercollegiate competitive debate and forensics. May be repeated for credit to a limit of three hours. **P: IC.**

## COMPUTER SCIENCE (CSC)

- CSC 515 Computer Architecture** (3) II  
An advanced study of the design and implementation of digital computers and networks. Topics include the components of micro, mini, and mainframe architectures, microprogramming, parallel computers, pipeline and vector processing, and RISC vs. CISC architectures. **P: CSC 414.**
- CSC 525 Automata, Computability, and Formal Languages** (3) OD  
An introduction to the theory of computer science including formal language theory (grammars, languages, and automata including Turing machines), and an introduction to the concept of effectively computable procedures, computability theory, and the halting problem. **P: CSC 222, CSC 309.**
- CSC 528 Advanced Electronic Commerce** (3) I  
An advanced course in the theory, techniques, and tools for developing and maintaining commercial Web sites. Students will be expected to design and implement a transaction-based site with database and security support. **P: CSC 542.**
- CSC 533 Organization of Programming Languages** (3) II  
The study of programming language design and implementation techniques, with an emphasis on features and tradeoffs between various programming languages. Topics include formal syntax and semantics, memory management, data types, and program control. Programming in multiple paradigms, such as procedural and functional, is covered. **P: CSC 427.**

- CSC 535 Introduction to Compiler Design** (3) OD  
An advanced study of compiler technologies and implementation techniques. Building upon previous exposure to program language structures, grammars, and execution models, this course covers the specifics of parsing, compiling, and executing programs. Specific topics include symbol tables, lexical scanning, syntax and semantic analyzers, error diagnostics, and object code optimization techniques. **P: CSC 427.**
- CSC 538 Networks LAN and NOS** (3) II  
A course in the fundamental concepts of computer networking, with emphasis on Local Area Networks (LAN) and Network Operating Systems (NOS). The course combines general networking technology concepts with practical experience configuring and administering a LAN NOS. Specific topics physical technology, logical link control, media access control, and TCP/IP. **P: CSC 222.**
- CSC 539 Operating Systems Structure and Design** (3) II  
A study of operating systems and the management of system resources in a computing environment. Various environments and scheduling algorithms are studied and compared, as well as approaches to I/O programming, interrupt programming, time sharing, and memory and resource management. **P: CSC 427.**
- CSC 542 Relational Database Design** (3) I  
The theory and practice of designing and building relational databases. Topics include the relational algebra, SQL, normal forms, error recovery, concurrency control, and application program generation. **P: CSC 222.**
- CSC 543 Numerical Analysis** (3) OD  
The application of computer programming and analysis to numerical and scientific applications. Topics include numerical differentiation and integration, solutions of equations and systems of equations, polynomial approximation, and error analysis. **P: MTH 246.**
- CSC 548 Object Oriented Design** (3) II  
An advanced programming course in object-oriented design and programming techniques, including the design and implementation of large software systems. Specific topics include object modeling, inheritance, polymorphism, dynamic object behavior, and software engineering principles. **P: CSC 222.**
- CSC 550 Introduction to Artificial Intelligence** (3) OD  
An overview of the field of Artificial Intelligence, with emphasis on current theories and techniques for developing systems that exhibit “intelligent” behavior. Topics include natural language parsing, search techniques, game playing, problem solving, learning, pattern recognition, and understanding. **P: CSC 427.**
- CSC 551 Web Programming** (3) I  
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 121 and 221.**
- CSC 555 Computer Graphics** (3) I  
This course covers the algorithms and technology for developing and manipulating graphical images on a computer. Topics include graphics display devices, digital storage, interactive vs. passive graphics, and the mathematics of 2-dimensional and 3-dimensional transformations. **P: CSC 427.**

## *ECONOMICS (ECO)*

- ECO 508 Development of Political Economy** (3) OD (Same as INR 508)  
Evolution of economic doctrines and analysis from biblical and Graeco-Roman origins to modern times, with an emphasis on “orthodox” or mainstream “schools” and developments and critical movements and departures therefrom. **P: ECO 205 or equivalent for Graduate students.**
- ECO 513 Health Economics** (3) 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: Jr. stdg; ECO 205 or equivalent for Graduate Students.**
- ECO 518 Comparative Economic Systems** (3) OD (Same as INR 518)  
Analysis of modern variants of capitalism and socialism in light of the basic problems and principles applicable to all social economies. Fulfills the College of Business Administration requirement for an international course. **P: ECO 205 or equivalent for Graduate students.**
- ECO 528 International Economic Development** (3) II (Same as INR 528)  
Contemporary theories of economic development and their relationship to the continuing problems of unemployment, income distribution, population growth, urbanization, and economic growth in the Third World. **P: ECO 205 or equivalent for Graduate students.**
- ECO 538 International Trade and Finance** (3) I (Same as INR 538)  
Basic theory of inter-regional and international trade; analysis of the international economy, including the institutions, procedures and policies of world trade and finance. **P: ECO 205 or equivalent for Graduate students.**

## *ENVIRONMENTAL SCIENCE (EVS)*

- EVS 506 Environmental Chemistry and Natural Resources** (3)  
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.
- EVS 523 Environmental Toxicology** (3)  
Principles of environmental tolerance, bioenergetics and nutrition, homeostasis, and toxicology and disease will be developed and related to the organismal and population levels and to comparative responses to environmental disturbance. The course uses a reading/discussion format. 3R. **P: BIO 211 and 212.**
- EVS 533 Physical Climatology and Climate Change** (3)  
This course stressed 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 CO<sub>2</sub> 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) (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 wildlife populations. **P: BIO 211 and 212 and one of the following: BIO 351 or BIO 390 or BIO 432 or BIO 481.**
- EVS 544 Hydrology** (3)  
Study of the waters of the earth, especially with relation to the effects of precipitation and evaporation upon the occurrence and character of water in streams, lakes, and on or below the land surface. In terms of hydrologic cycle, the scope of this course may be defined as that portion of the cycle from precipitation to reevaporation or return of the water to the seas. **P: EVS 113 or ATS 231.**



- EVS 548 Introduction to Solar-Terrestrial Environment (3)** (Same as ATS 548)  
Course designed to acquaint the student with the basic phenomenology associated with solar processes and activity, and the impact of these processes upon the earth and its atmosphere. Designed to familiarize the student with the concepts of upper atmospheric energetic processes and their influences upon everyday activities.
- EVS 549 Environmental Physiology (3)**  
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: BIO 333 or EVS 335 or EVS 483 or EVS 449 or IC.**
- EVS 552 Boundary Layer Meteorology (3)**  
Structure of the boundary layer, surface energy budget, vertical profiles of temperature, humidity and wind, turbulence, Monin-Obukhov theory. Determination of surface heat and moisture fluxes. Some discussion of applications to diffusion and dispersion of substances in the atmosphere. **P: ATS 572 or equiv.**
- EVS 553 Tropical Meteorology (3)**  
Characteristics of the tropical atmosphere including convection, boundary layer processes, local and diurnal weather phenomena, meso-scale tropical systems, tropical storm structure, and energetics. This course relies heavily on satellite interpretation of tropical cloud systems. **P: EVS 113.**
- EVS 555 Meteorological Remote Sensing (3)**  
First section of the course is devoted to meteorological interpretations of cloud fields as observed from weather satellites. Second section of the course devoted to examination of general and specific applications of remote sensing of the environment. Includes imagery from satellite, ground based, and airborne systems; data analysis and decision methods; multispectral analysis and evaluation of water, terrain, mineral, forest, and soil resources. **P: EVS/ATS 113 or IC.**
- EVS 556 Introduction to Physical Oceanography (3)**  
Geomorphology of the ocean bottom; properties of sea water; salinity and temperature distributions; major ocean currents and circulations; equations of motion, horizontal wind-driven currents; thermohaline circulations; wind waves and swell.
- EVS 561 Entomology (4)**  
Introduction to insect biology with emphasis on the major insect groups. Anatomy, physiology, and behavior of insects and their ecological, agricultural, and medical importance. 3R, 3L. **P: BIO 211 and 212.**
- EVS 566 Climate Theory (3)**  
Theories of global climate and variability. Examination of climate models, including internal and external parameters and feedback mechanisms. **P: ATS 113, 561.**
- EVS 571 Animal Behavior (3)**  
Evolutionary aspects of animal behavior, including physical and physiological bases of behavior, social behavior, behavioral ecology and genetics of behavior. 3R. **P: BIO 211 and 212.**
- EVS 572 Animal Behavior Laboratory (2)**  
Introduction to animal behavior research methods using structured observations and experiments in laboratory and field settings. 3L. **P or CO: EVS 571.**
- EVS 573 Cloud Physics and Dynamics (3)**  
Thermodynamic processes which control the development and growth of clouds. Relationship between atmospheric properties and cloud structure. Distribution of condensation nuclei, water droplet spectra. Initiation and growth of cloud hydrometers. Structure of severe storms, radiative effects of clouds. **P: ATS 571.**

- EVS 575 Environmental Measurements Practicum (3)** (Same as ATS 575)  
This course is designed to provide the students with instruction on the principles and practices associated with environmental measurements of the atmosphere, soil and hydrologic courses. Heavy emphasis will be placed on the theory of sampling ambient and pollutant sources, instruments and measurement techniques, and the consequences of the pollutant. The course will include several exercises as well as field trips to local sites of interest to demonstrate the practical and operational aspects of environmental measurement and monitoring programs.
- EVS 580 Current Topics in Ecology (3)** (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 or 481 or 485.**
- EVS 581 Evolution (4)**  
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.**

## FINANCE (FIN)

- FIN 505 Analysis of Financial Topics (3)** I or II  
Requires research and analysis of financial topics as they appear in the financial press. Provides a forum creating an interactive role between financial topics, the students and the financial press. Independent research skills are strongly emphasized. **P: Sr. stdg.**
- FIN 511 Retirement Planning and Employee Benefits (3)** I or II  
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: ACC 301, FIN 340, FIN 353, or Department Chair Consent.**
- FIN 512 Estate Planning and Taxation (3)** I or II  
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, ACC 301, or Department Chair Consent.**
- FIN 558 International Financial Management (3)** II, S  
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: FIN 301.**

## HEALTH ADMINISTRATION AND POLICY (HAP)

- HAP 515 Law and Health Systems (3)**  
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, legal responsibilities for personnel. **P: HAP 200.**

**HISTORY (HIS)**

- HIS 500 Senior Seminar (3)**  
An integrative consideration of a major historical theme. Required of all senior history majors. **P: Sr. HIS major.**
- HIS 524 History of Ancient Israel (3)**  
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.
- HIS 541 War and Society in the Modern World (3) I (Same as INR 541)**  
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 535 Modern Russian Cultural History (3) OD**  
History of Russia, its society and thought, as found in the chronicles, journals, novels, dramas, film, and music of Russian authors and artists. **P: So. stdg.**
- HIS 542 The Rise of the Irish Free State (3)**  
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 Seek the Fair Land: The History of Ireland (3)**  
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 545 Modern France (3)**  
France during the Restoration; modernization under the July Monarchy and Second Empire; the problems and instability of the Third Republic; the era of the two World Wars; DeGaulle and contemporary France. **P: So. stdg.**
- HIS 546 Modern Germany (3)**  
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 Contemporary Europe Since 1945 (3)**  
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 Russian Revolutions (3) I (Same as INR 548)**  
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 to the Gorbachev Era.
- HIS 551 The Rise and Fall of Europe's Empires (3)**  
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 United States Foreign Relations of the United States, 1890-1945 (3) I, AY (Same as INR 562)**  
The emergence of the United States as a world power from McKinley through the end of World War II.
- HIS 563 United States Foreign Relations Since 1945 (3) II, AY (Same as INR 563)**  
Origins of the Cold War; the "containment" policy, alliances, presidential doctrines, the end of the Cold War, and the 21st Century.
- HIS 565 The United States and Canada: The Siamese Twins of North America (3) I (Same as INR 565)**  
"The Siamese Twins of North America who cannot separate and live" are each other's greatest trading partners, are jointly responsible for continental security, and are fiercely committed to their own independence. Then why did the United States invade Canada three times? Why did the Americans in Canada call themselves the "Army of Occupation" during World War II? Why did American draft-dodgers flee to Canada during the Vietnam War? Why are Americans so ignorant of Canada, especially when Canadian security is inextricably linked to their own? Explore the relationship between these neighbors who share the world's longest undefended border; neighbors who are arguably as different as they are similar.
- HIS 566 United States and the Middle East Since World War II (3) AY (Same as INR 566)**  
Survey of American foreign policy in the Middle East from World War II to the present. Topics include Truman's Containment Policy in the Middle East; Truman and Israel; the Baghdad Pact; the Suez Crisis; the Eisenhower Doctrine; the Six-Day War of 1967; the effects of the Arab-Israeli War of 1973 and the oil embargo; Camp David Accords; the Carter Doctrine; Reagan and the Middle East.
- HIS 567 Change and Revolution in the Middle East (3) (Same as INR 567)**  
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.
- HIS 570 History of Canada (3) OD (Same as INR 570)**  
Founding of New France; Anglo-French rivalry; Canada and the American Revolution; War of 1812; evolutionary process to independence; Canadian Confederation, 1867; World War I; Statutes of Westminster, 1931; World War II; Canadian-American relations, 1775 to the present; Trudeau Era; relationship of contemporary Quebec to the Confederation.
- HIS 577 Cuba Under Castro (3) (Same as INR 577)**  
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.
- HIS 583 Introduction To Historic Preservation (3)**  
An introduction to the theory and practice of historic preservation. The reasons for preservation; the history of the preservation movement; Federal, state, local, public and private preservation programs; case studies of preservation projects; a brief overview of American historical architecture. **P: So. stdg.**
- HIS 585 Public History Internship (3-6)**  
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: The Land of Bharata (3)**  
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 the History of International Relations (3)**  
Course will be subtitled in the Schedule of Courses. May be repeated a limit of six hours.

## INTERDISCIPLINARY COURSE (IDC)

- IDC 601 Responsible Conduct of Research (1)**  
This required course for students in the graduate programs at Creighton University School of Medicine is designed to introduce fundamental concepts, principles and guidelines regarding scientific integrity in biomedical research. Through readings, lectures, and case discussion students are given an opportunity to reflect on ways in which they can help foster and maintain responsible conduct in research. They also become acquainted with existing regulations, guidelines, ethical themes and on-line resources regarding the ethics of their profession.

## JOURNALISM AND MASS COMMUNICATION (JMC)

- JMC 529 Law of Mass Communication (3) I, II, S**  
Legal limitations and privileges affecting publishing and broadcasting; libel, copyright; constitutional guarantees and restrictions on freedom of the press; the FCC, FTC, etc. **P: Jr. stdg.**

## JUSTICE AND PEACE STUDIES (JPS)

- JPS 565 Catholic Social Teaching (3)**  
Historical development of Catholic social teaching from the 1891 publication of "The Condition of Labor" to the present. Students are encouraged to apply the core insights of the tradition to contemporary issues. Required of JPS co-majors and JAS majors. **P: Two previous THL courses; Jr. stdg.**
- JPS 588 Christian Ethics of War and Peace (3) (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; at least one non-Christian perspective on war. 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, Jr. stdg.**

## MATHEMATICS (MTH)

- MTH 513 Probability and Statistics in the Health Sciences (3)**  
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. **P: MTH 246.**
- MTH 521 Euclidean and Non-Euclidean Geometry (3) II**  
Basic geometric concepts and applications. **P: MTH 246.**
- MTH 525 Automata, Computability, and Formal Languages (3) II, AY (Same as CSC 525)**  
Finite state concepts; acceptors; formal grammars; computability; Turing machines. **P: MTH 509.**
- MTH 529 Linear Algebra (3) II**  
Vector spaces and subspaces; linear transformations; matrixes, eigenvalues and eigenvectors. **P: MTH 246.**
- MTH 543 Numerical Analysis (3) II**  
Numerical differentiation and integration; solutions of equations and systems of equations; polynomial approximation; error analysis and eigenvectors; applications to digital computers. **P: MTH 246.**
- MTH 545 Differential Equations (3) I, S**  
This course examines qualitative, analytic, and numerical techniques for studying differential equations. Course begins with single differential equations, then covers systems of equations,  $n$ -th order linear differential equations, forcing, nonlinear differential equations, difference equations, and Laplace transforms. **P: MTH 246.**
- MTH 546 Partial Differential Equations (3)**  
Integral curves and surfaces of vector fields; the Cauchy-Kovalesky 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 545.**
- MTH 547 Mathematics in Medicine and the Life Sciences (3) II**  
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, growth of bacterial cultures, inheritance, bacterial genetics, plasmids, theory of epidemics, biography, the growth of bacteria on plates, heart and circulation, gas exchange in the lungs, electrical properties of cell membranes, and muscle mechanics. **P: MTH 246.**
- MTH 551 Differential Geometry (3)**  
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.
- MTH 559 Topology (3) OD**  
Set theory; metric space; topological spaces; connectedness; compactness; selected related topics. **P: MTH 246.**
- MTH 561 Mathematical Statistics I (3) I (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.**
- MTH 562 Mathematical Statistics II (3) II (Same as STA 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: MTH 561.**
- MTH 563 Mathematical Statistics III (3) 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 571 Linear Programming (3) II (Same as STA 571)**  
Introductory course in operations research. Linear models and solutions using the simplex method, duality theory and sensitivity analysis. **P: MTH 523 or 529.**
- MTH 572 Fuzzy Logic (3)**  
Overview of classical logic; multivalued logics; fuzzy propositions; linguistic hedges; inference from conditional propositions; inference from conditional and qualified propositions; inference from quantified propositions; evidence theory; rough set theory; applications to law. **P: MTH 201 or 245.**
- MTH 573 Probabilistic Models (3) II AY (Same as STA 573)**  
Queueing theory, inventory theory, Markov processes, simulation and nonlinear programming. **P: MTH 561.**
- MTH 575 Introductory Stochastic Processes (3) II AY (Same as STA 575)**  
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 581 Modern Algebra I (3) I**  
Groups, rings; fields; applications to coding theory. **P: MTH 246.**
- MTH 582 Modern Algebra II (3) II**  
Rings; ideals; field extensions; Galois theory; applications to coding theory. **P: MTH 581.**

- MTH 583 Fuzzy Set Theory (3) II**  
Crisp sets; fuzzy sets; classical logic; fuzzy logic; fuzzy complement; fuzzy union; fuzzy intersection; crisp and fuzzy relations; similarity relations; compatibility relations; orderings; morphisms; fuzzy relational equations. **P: MTH 246.**
- MTH 591 Analysis I (3) I**  
Properties of Euclidean spaces and their applications to functions. **P: MTH 246.**
- MTH 592 Analysis II (3) II**  
Continuation of MTH 591; functions in metric space. **P: MTH 591.**
- MTH 593 Complex Analysis (3)**  
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.**
- MTH 599 Seminar (1-3) OD**  
Algebraic geometry; applications to robotics; fuzzy mathematics. **P: MTH 581.**

## MODERN LANGUAGES AND LITERATURES

**Graduate Study Prerequisites with French, German, or Spanish emphasis in Plan B Programs:**  
An undergraduate minor or equivalent in French, German, or Spanish.

Teacher certification: Students who intend to teach languages should consult with the Education Department and with the appropriate agency in the state in which they intend to teach.

### FRENCH (FRN)

- FRN 522 French Civilization Before the French Revolution (3) OD**  
Study of the history, philosophical movements, and general cultural developments in France from the earliest times until 1789. **P: One 300-level FRN course or IC.**
- FRN 523 La Chanson québécoise et la Révolution tranquille (3)**  
A study of the lyrics and music of Quebec songs during the Quiet Revolution of the 1960's and 70's, with particular attention to their impact on social and political change. Students will familiarize themselves with the vocabulary, expressions and accent of a francophone culture, thus becoming progressively aware of the diversity of the French-speaking world. Course taught in French. **P: One 300-level FRN course or IC.**
- FRN 524 French Civilization After the French Revolution (3) OD**  
Study of the history, philosophical movements, and general cultural developments in France from 1789 to the present time. **P: One 300-level FRN course or IC.**
- FRN 525 Paris, Ville du Monde (Paris, City of the World) (3) S**  
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 526 La littérature québécoise contemporaine (3)**  
An introduction to contemporary Quebecois literature, presenting works published from the 1960's until the present. Representative works will be selected from different genres, including the novel, theater, poetry and film. Refinement of all language skills (speaking, writing, reading and listening). Course conducted in French. **P: One 300-level FRN course or IC.**
- FRN 540 French Literature: Middle Ages (3) OD**  
Study of the texts and literary movements of the Medieval period. Introduction to some of the older works in the original language. **P: One 300-level FRN course or IC.**
- FRN 542 French Literature: Renaissance (3) OD**  
Study of the texts and literary movements of the 16th century. Readings from Rabelais, Montaigne, Ronsard, DuBellay and others. **P: One 300-level FRN course or IC.**
- FRN 543 French Literature: 17th Century (3) OD**  
Study of the texts and literary movements of 17th century France. Readings from Malherbe, Corneille, Descartes, Pascal, Racine, La Fontaine, La Rochefoucauld and others. **P: One 300-level FRN course or IC.**
- FRN 544 French Literature: 18th Century (3) OD**  
A study of the texts and literary movements of 18th century France. Readings from Montesquieu, Voltaire, Diderot, Chénier, Rousseau and others. **P: One 300-level FRN course or IC.**
- FRN 548 French Literature: 19th Century (3) OD**  
From "La Genie du Christianisme" to Naturalism; the most important literary movements; Romanticism, Parnasse and Symbolism (poetry). History, the Critics, Realism and Naturalism. From Hugo to Loti and France. **P: One 300-level FRN course or IC.**
- FRN 549 French Literature: 20th Century (3) OD**  
Study of texts and literary movements from the turn of this century to the present with texts chosen to give both a depth and breadth of understanding for this period. **P: One 300-level FRN course or IC.**
- FRN 551 Women Writers in French and Francophone Literature (3) (Same as WGS 551)**  
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 "écriture féminine" (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 français (3)**  
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. Course conducted in French. **P: FRN 524 and 530.**
- FRN 557 French Poetry (3) OD**  
Close examination and study of selected works from the Middle Ages to the present. **P: One 300-level FRN course or IC.**
- FRN 564 History of the French Language (3) 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: One 300-level FRN course or IC.**
- FRN 572 French Cinema (3)**  
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 Lumière Brothers through contemporary productions. Historical, aesthetic, and technical aspects of cinematography will be discussed.
- FRN 599 Senior Seminar (3)**  
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 French and Francophone literatures and cultures. Students will submit an individual research project and a reflective essay examining how their project serves as the culmination of their French studies. **P: Two 500-level FRN courses.**



**GERMAN (GER)**

- GER 525 The New Berlin** (3) OD  
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 527 German Literature of the 19th Century** (3) OD  
Reading and discussion of representative movements (Classicism, Romanticism, Realism, and Naturalism), their major authors and works. **P: One 300-level GER course or IC.**
- GER 529 Contemporary German Literature** (3) OD  
Discussion of 20th century German literary movements with special emphasis on literature after 1945. **P: One 300-level GER course or IC.**
- GER 545 German “Novelle”: 19th and 20th Centuries** (3) OD  
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) OD  
Student will explore the voices of marginalized groups in Germany. A variety of ethical views will be employed to evaluate the strategies used to marginalize and those used to break down marginalization in social contexts. Students will discover how these groups find expression in German society and what strategies these groups employ for their survival. Students will study German language, literatures, and film while gaining a deeper understanding of the existing relationships between Germany’s main culture and the cultures of these marginalized groups. **P: One 300-level GER course or IC.**
- GER 572 Reading German Films** (3) 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.**

**ITALIAN (ITA)**

- ITA 525 Roma: Passeggiate nella Città Eterna** (3)  
Study abroad in Rome, Italy: Rome: Strolling in the Eternal City. Rome, Italy’s capital city, offers students endless opportunities for personal enrichment. Rome is a cosmopolitan metropolis and a provincial city with a human dimension that provides a wonderful variety of public spaces (squares, churches, Roman Forum, etc.). Students will learn about 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. Daily activities over the length of the program will allow students to experience the rhythm of the city, and to feel at home there. **P: IC.**

**SPANISH (SPN)**

- SPN 525 Encuentro España** (3)  
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: SPN 101 or IC.**
- SPN 540 Eighteenth and Nineteenth-Century Spanish Literature** (3)  
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: SPN 425 and 426.**
- SPN 541 Medieval Spanish Literature** (3) I, OD  
This course provides an insight to the most important writings of the Spanish Middle Ages and focuses on the three masterpieces of the period (Mio Cid, Libro de Buen Amor and La Celestina), but also emphasizes other poetic genres such as ballads and cancioneros. **P: SPN 323 or SPN 325 or SPN 327 or IC.**
- SPN 542 Golden Age Literature** (3) OD  
A study of the major literary figures of the Spanish Golden Age (16th and 17th centuries) such as Garcilaso, Quevedo, Cervantes and others. **P: SPN 323 or SPN 325 or SPN 327 or IC.**
- SPN 543 Don Quixote** (3)  
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: SPN 325.**
- SPN 545 Fifteenth-Century Sentimental Novel** (3) OD  
Analysis of this late medieval genre based on the relationship between lovers who have never had any physical contact. Among various works, *Siervo Libre de Amor* and *La Carcel de Amor* will be examined. **P: SPN 323 or SPN 325 or SPN 327 or IC.**
- SPN 547 Nineteenth-Century Spanish Novel** (3) OD  
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 (Clarín), Emilia Pardo Bazan and Vicente Blasco Ibanez. **P: SPN 425 and 427.**
- SPN 550 Literature of the Colonial Period** (3) OD  
Study of the major works from Columbus to Juana Inés de la Cruz. **P: SPN 323 or SPN 325 or SPN 327 or IC.**
- SPN 551 Latin-American Novel** (3) I, OD  
An introduction to the Latin-American novel, literary movements and techniques focusing on major writers such as García Márquez, Vargas Llosa, Luisa Valenzuela, Isabel Allende, and others. **P: SPN 323 or SPN 325 or SPN 327 or IC.**
- SPN 552 The Latin-American Short Story** (3) OD  
Study of the Latin-American short narrative from the 19th century to the present. Selected stories by Echeverría, García Márquez, Rosario Ferré, Elena Poniatowska, Julio Cortázar, Jorge Luis Borges, and others. **P: SPN 323 or SPN 325 or SPN 327 or IC.**
- SPN 554 Twentieth Century Latin-American Poetry** (3) OD  
A study of Latin-American poetry from the Vanguardista period to the contemporary scene. **P: SPN 323 or SPN 325 or SPN 327 or IC.**
- SPN 555 Twentieth Century Latin-American Theater** (3) OD  
A study of Latin-American theater from the end of the 19th century to the present. **P: SPN 323 or SPN 325 or SPN 327 or IC.**

- SPN 556 Understanding the Latin American Boom (3)**  
Analysis and reflection on works by authors known as the Latin-American "Boom" writers who elevated Latin-American Literature to the stature of international recognition and prestige. The course will include, but will not be limited to, the following authors: Alejo Carpentier, Jorge Luis Borges, Julio Cortázar, Juan Rulfo, Carlos Fuentes, Gabriel Garcia Marquez, José Donoso and Mario Vargas Llosa. **P: SPN 323 or SPN 325 or SPN 327 or IC.**
- SPN 559 Contemporary Peninsular Spanish Literature (3)**  
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: SPN 327.**
- SPN 560 Contemporary Latino(a) Literature (3) OD**  
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: SPN 426 or 427.**
- SPN 561 The Generation of 1898 (3) OD**  
Reading and analysis of the major works of the following novelists and nonfiction writers: Unamuno, Valle-Inclán, Baroja, and Azorín. **P: SPN 323 or SPN 325 or SPN 327 or IC.**

- SPN 563 Feminine Voices from Latin America and Spain (3)**  
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: SPN 426 or 427.**
- SPN 564 History of the Spanish Language (3)**  
This course will present the development of the Spanish language, using linguistic methodology and representative texts. **P: SPN 311 or IC.**
- SPN 565 Nineteenth Century Latin-American Novel (3)**  
This course studies the evolution of the Latin American novel from the period immediately before the independence from Spain until the Modernism at the end of the century. It will examine the main literary movements from Romanticism to Modernism and its relationship with the historical evolution of the region and with the development of Latin American nationalisms. **P: SPN 425 and 426.**
- SPN 568 Multicultural Spain Through Letters, Politics, Theater and Film (3) OD**  
This course offers in-depth examination of the cultural plurality of Spain. Through a variety of texts including, but not limited to, short stories, plays, political manifestos, essays, poetry, music, performance and film, students will explore how different art forms contribute to the concept of national identity or national identities from around Spain. The focus will be on 20th century works. Additional reading will be placed on reserve in the library and be assigned alongside the primary texts for the course in order to contextualize our readings. **P: SPN 323 or SPN 325 or SPN 327 or IC.**
- SPN 570 Contemporary Peninsular Film (3)**  
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: SPN 425 and 426.**
- SPN 571 Latin-American Film (3)**  
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: SPN 323 or SPN 325 or SPN 327 or IC.**
- SPN 599 Senior Seminar (3)**  
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: Two 500-level SPN courses.**

## *POLITICAL SCIENCE (PLS)*

- PLS 510 The New Institutionalism (3) (Same as INR 510)**  
The New Institutionalism is the reigning paradigm of comparative politics. It applies rational choice theories and perspectives to the analysis of differing domestic institutional designs in an effort to determine their impact on political outcomes given the preferences of the relevant political actors in the system. Among the institutions which the course will consider are regime type, committee systems, parliamentary coalitions, bicameralism, vetoes, electoral systems, and constitutional courts. **P: IC.**
- PLS 537 International Law (3) II (Same as INR 537)**  
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. Didactic and case-study approach. Substantial research and writing. **P: Jr. stdg.**
- PLS 591 Senior Research Seminar in Political Science (3) I**  
Students work in seminar environment on original research project and prepare individual senior theses required for graduation. **P: Sr. stdg. and PLS 310 or DC.**

## PSYCHOLOGY (PSY)

- PSY 540 Introduction to Counseling** (3) I, S (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. **P: Jr. stdg.**
- PSY 590 Counseling Significant Losses** (3) I (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. **P: IC.**

## STATISTICS (STA)

- STA 513 Probability and Statistics in the Health Sciences** (3)  
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. **P: MTH 246.**
- STA 561 Mathematical Statistics I** (3) (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.**
- STA 562 Mathematical Statistics II** (3) (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) 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) I OD  
Least squares method; general linear hypothesis; multiple correlation and regression; analysis of covariance. **P: STA 363 or 513.**
- STA 569 Analysis of Variance and Design of Experiments** (3) II OD  
One- and two-way classifications; blocking; nesting; multiple comparisons; incomplete designs; variance components; factorial experiments; confounding. **P: STA 363 or 513.**
- STA 571 Linear Programming** (3) II 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 523 or 529.**
- STA 667 Linear Statistical Models** (3) OD  
Least squares method; general linear hypothesis; multiple correlation and regression; analysis of covariance. **P: MTH 562 or equiv. and MTH 529 or equiv.**
- STA 669 Advanced Analysis of Variance and Design of Experiments** (3) OD  
One- and two-way classifications; blocking; nesting; multiple comparisons; incomplete designs; variance components; factorial experiments; confounding. **P: MTH 562 or equiv.**

## WOMEN'S AND GENDER STUDIES (WGS)

- WGS 518 Women and the Bible** (1-3)  
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: THL 100 and a 200-level Scripture course and Jr. stdg.**
- WGS 551 Women Writers in French and Francophone Literature** (3) (Same as FRN 551)  
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 "écriture féminine" (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.**
- WGS 568 Women in the Christian Tradition** (3) OD (Same as THL 568)  
Study of the outlook on man, woman, and divinity in the Bible, the Christian churches past and present, and "post-Christian" feminism. Examination of the Judeo-Christian tradition, both the pervasiveness of its patriarchal assumptions, and the liberating resources it can contribute to a healthy understanding of maleness and femaleness today.





## 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, *Assistant Professor of Nursing* (1996; 2001).  
B.S.N., Creighton University, 1992; M.S. in Nursing, 1998; Ph.D., University of Nebraska Medical Center, 2008.
- PETER W. ABEL, *Professor of Pharmacology* (1987); *Professor of Pharmaceutical Sciences* (1993; 1997).  
B.S. Pha., University of Wisconsin, 1973; Ph.D., West Virginia University, 1978.
- DEVENDRA K. AGRAWAL, *Professor of Medicine* (1985; 1997); *Professor of Medical Microbiology and Immunology* (1995; 1997); *Professor of Biomedical Sciences* (1998).  
B.Sc., Lucknow University (India), 1971; M.Sc., 1973; Ph.D. (Biochemistry), 1978; Ph. D., (Medical Sciences), McMaster University (Canada), 1984.
- SUSAN AIZENBERG, *Associate Professor of English* (2001; 2006).  
B.F.A., University of Nebraska-Omaha, 1989; M.F.A., Vermont College, 1992.
- NASER Z. ALSHARIF, *Associate Professor of Pharmacy Sciences* (1997; 2002); *Associate Professor Pharmacology* (1997; 2002).  
G.C.E., Carlett Park College of Technology, 1980; B.A, University of Nebraska-Omaha, 1984; Pharm.D., M.S., University of Nebraska Medical Center, 1988; Ph.D., Creighton University, 1992.
- RICHARD V. ANDREWS, *Professor Emeritus of Biomedical Sciences* (1958; 1997); *Dean Emeritus, Graduate School* (1995).  
B.S., Creighton University, 1958; M.S., 1959; Ph.D., University of Iowa, 1963.
- DONALD R. BABIN, *Professor Emeritus of Biomedical Sciences* (1967; 1989; 2007).  
B.S., University of New Brunswick (Canada), 1958; Ph.D., 1962.
- HENRY S. BADEER, *Professor Emeritus of Biomedical Sciences* (1967; 1991).  
M.D., American University of Beirut (Lebanon), 1938.
- AMY S. BADURA BRACK, *Associate Professor of Psychology* (1998; 2005).  
B.A., University of Notre Dame, 1992; Ph.D., University of Iowa, 1998.
- GEOFFREY W. BAKEWELL, *Associate Professor of Classical and Near Eastern Studies* (1994; 1999).  
B.A., Yale University, 1986; Ph.D., Brown University, 1994.
- JASON C. BARTZ, *Assistant Professor of Medical Microbiology and Immunology* (2003).  
B.S., University of Wisconsin-Stevens Point, 1990; M.S., University of Wisconsin-Madison, 1994; Ph.D., 1998.
- KIRK W. BEISEL, *Professor of Biomedical Sciences* (2004).  
Ph.D., Rutgers-State University of New Jersey, 1978.
- MICHAEL BELSHAN, *Assistant Professor of Medical Microbiology and Immunology* (2005).  
B.S., Iowa State University, 1999; Ph.D., 1999.
- ROGER BERGMAN, *Associate Professor of Theology* (1989; 2010); *Director, Justice and Peace Studies Program* (1995); *Assistant Professor of Sociology and Anthropology* (2006).  
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.
- DALE R. BERGREN, *Associate Professor of Biomedical Sciences* (1985).  
B.A., Carroll College (Montana), 1973; M.S., 1975; Ph.D., University of North Dakota, 1976.
- JOHN M. BERTONI, *Professor of Neurology* (1989); *Professor of Biomedical Sciences* (1992); *Professor of Pharmacology* (1993); *Chair, Department of Neurology* (1989).  
B.A., Xavier University, 1967; M.D., University of Michigan, 1971; Ph.D., 1979.
- MARVIN J. BITTNER, *Associate Professor of Medical Microbiology and Immunology* (1981; 1991); *Associate Professor of Medicine* (1981; 1991).  
B.S. University of Chicago, 1972; M.D., Harvard University, 1976.
- CHARLES S. BOCKMAN, *Assistant Professor of Pharmacology* (1996).  
Ph.D., (Pharmacology) Creighton University, (1993).
- OLAF E. BÖHLKE, *Assistant Professor of Modern Languages and Literatures* (1998); *Director, Hitchcock Language Resource Center* (1998).  
B.A., University of Tübingen, 1987; M.A., Arizona State University, 1991; Ph.D., Michigan State University, 2000.
- BARBARA J. BRADEN, *Professor of Nursing* (1990); *Dean, Graduate School* (1995); *Dean, University College* (2002).  
B.S.N., Creighton University, 1973; M.S., University of California at San Francisco, 1975; Ph.D., University of Texas at Austin, 1988.
- JAMES D. BRAMBLE, *Associate Professor of Pharmacy Sciences* (1997; 2004).  
B.S., University of Utah, 1991; M.P.H., University of Oklahoma, 1993; Ph.D., Medical College of Virginia, 1998.
- PHILIP R. BRAUER, *Professor of Biomedical Sciences* (1990; 1995; 2008).  
B.S., University of Wisconsin, 1977; Ph.D., Medical College of Wisconsin, 1985.
- KRISTIE N. BRIGGS, *Assistant Professor of Economics* (2008).  
B.A., American University, 2002; Ph.D., University of North Carolina, Chapel Hill, 2008.
- BARBARA L. BROCK, *Professor of Education* (1995; 2007).  
B.A., Briar Cliff College, 1965; M.S., Creighton University, 1983; Ed.D., University of Nebraska-Lincoln, 1988.
- MICHAEL A. BROWN, *Assistant Professor of Philosophy* (1987).  
B.A., Carroll College (Montana), 1979; M.A., University of Notre Dame, 1981; Ph.D., Emory University, 1987.
- LAURA L. BRUCE, *Professor of Biomedical Sciences* (1987; 1995; 2008).  
B.A., Cornell College, 1975; Ph.D., Georgetown University, 1982.
- ROGER BRUMBACK, *Professor of Pathology*, (2001); *Chair of Pathology* (2001); *Professor of Psychiatry* (2003).  
B.S., Pennsylvania State University, 1967; M.D., 1971.
- GREGORY S. BUCHER, *Associate Professor of Classical and Near Eastern Studies* (2001; 2005).  
B.A., University of California-San Diego, 1987; Ph.D., Brown University, 1997.
- THOMAS L. BUDESHEIM II, *Associate Professor of Psychology* (1993; 1999).  
B.A. Grinnell College, 1984; M.A. University of Illinois, 1988; Ph.D., 1992.
- THEODORE E. BURK, *Professor of Biology* (1996).  
B.A., University of Kansas, 1974; D.Phil., University of Oxford (England), 1979.
- EILEEN C. BURKE-SULLIVAN, *Associate Professor of Theology* (2003, 2010); *Director, Graduate Program in Ministry* (2008).  
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.



- SUSAN CALEF, *Assistant Professor of Theology* (1996); *Director, Graduate Program in Theology* (2008).  
B.A., Marymount College, 1977; M.A., Catholic Theological Union, (1988); Ph.D., Notre Dame, (1995).
- JOHN C. CALVERT, *Associate Professor of History* (1994; 2005).  
B.A., University of Alberta (Canada), 1979; M.A. (Medieval Studies), University of Toronto, 1981; M.A. (Islamic Studies), McGill University (Canada), 1984; Ph.D., 1993; DIP, American University in Cairo, 1988.
- JAMES W. CARLSON, *Associate Professor of Mathematics* (1985; 1991)  
B.S., Southwestern College, 1977; M.S., Pittsburgh State University, 1979; Ph.D., Purdue University, 1985.
- JOHN W. CARLSON, *Professor of Philosophy* (1993).  
B.A., Saint Mary's College of California, Moraga, 1965; Ph.D., University of Notre Dame, 1970
- GREGORY I. CARLSON, S.J., *Associate Professor of Classics and Near Eastern Studies* (1979; 1982).  
Classical B.A., St. Louis University, 1965; M.A., 1966; M.Div., Jesuit School of Theology (California), 1974; D.Phil., Heidelberg University, 1972.
- THOMAS B. CASALE, *Professor of Medicine* (1997; 2000); *Professor of Medical Microbiology and Immunology* (2004).  
B.S., University of Illinois, 1973; M.D., The Chicago Medical School 1977.
- STEPHEN J. CAVALIERI, *Associate Professor of Pathology* (1986; 1994); *Associate Professor of Medical Microbiology and Immunology* (1987; 1994).  
B.S., California Univ. of Pennsylvania, 1977; M.S., 1979; Ph.D., West Virginia University, 1981.
- ROSELYN CERUTIS, *Associate Professor of Oral Biology* (1998; 2004); *Associate Professor of Pharmacology* (2005).  
B.S., Wright State University, 1982; Ph.D., 1988.
- EDWARD A. CHAPERON, *Associate Professor of Medical Microbiology and Immunology* (1968; 1971).  
B.S., LeMoyné College, 1957; M.S., Marquette University, 1959; Ph.D., University of Wisconsin-Madison, 1965.
- HELEN STANTON CHAPPLE, *Resident Assistant Professor of Nursing* (2007).  
B.A., George Washington University, 1971; A.D., Shenandoah University, 1987; M.A., University of Virginia, 1994; Ph.D., University of Virginia, 2007.
- ARCHANA CHATTERJEE, *Professor of Pediatrics* (1996, 2000, 2004; 2008); *Professor of Medical Microbiology and Immunology* (2000; 2004; 2008); *Professor, Department of Pharmacy Sciences, School of Pharmacy and Health Professions* (2000; 2004; 2008); *Assistant Dean for Faculty Affairs* (2008).  
M.B., B.S., Armed Forces Medical College-India, 1983; Ph.D., University of Nebraska Medical Center, 1993.
- LEI-DA CHEN, *Associate Professor of Information Systems Technology* (2001; 2005).  
B.B.A., University of Central Arkansas (1995); M.B.A., University of Memphis (1996); Ph.D., University of Memphis (2000).
- XIAN-MING CHEN, *Associate Professor of Medical Microbiology and Immunology* (2007).  
M.S., Shanxi Medical University (China), 1988; M.D., Hubei Medical University Xianning Medical School (China), 1985.
- SHIH-CHUAN CHENG, *Professor of Mathematics and Computer Science* (1979; 2000).  
B.S., National Cheng-Chi University (Taiwan), 1970; M.S. (Mathematics), Utah State University, 1974; M.S. (Statistics), Florida State University, 1976; Ph.D., 1978.
- ISABELLE D. CHERNEY, *Associate Professor of Psychology* (2006).  
B.A., Creighton University, 1996; M.A., University of Nebraska-Omaha, 1999; Ph.D., University of Nebraska-Lincoln, 2001.
- MICHAEL G. CHERNEY, *Professor of Physics* (1989; 2002).  
B.S., Marquette University, 1975; M.S., University of Wisconsin-Madison, 1980; Ph.D., 1987.
- NGWARSUNGU CHIWENGO, *Professor of English* (1997; 2008).  
License, National University of Zaire, Lubumbashi, 1976; M.A., State University of New York (Albany), 1982; Ph.D., State University of New York (Buffalo), 1986.
- ROBERT J. CHURCHILL, *Assistant Professor of English* (1980).  
B.A., Creighton University, 1966; M.A., 1970; Ph.D., University of Nebraska-Lincoln, 1979.
- SAM J. CIPOLLA, *Professor of Physics* (1969; 1983); *Director, Graduate Program in Physics* (1981).  
B.S., Loyola University (Chicago), 1962; M.S., Purdue University, 1965; Ph.D., 1969.
- JERRY E. CLARK, *Associate Professor Emeritus of Sociology & Anthropology* (1976; 2008).  
B.A., Westmar College, 1964; M.A., University of Wisconsin-Madison, 1966; Ph.D., University of Kentucky, 1974.
- TERRY D. CLARK, *Professor of Political Science* (1993; 2002); *Director, Graduate Program in International Relations* (1998).  
B.S., United States Military Academy, 1973; M.A., University of Illinois at Urbana-Champaign, 1988; Ph.D., 1992.
- THOMAS F. COFFEY, *Associate Professor of Modern Languages and Literatures* (1977; 1983).  
B.A., Catholic University of America, 1969; M.A., 1972; Ph.D., 1974.
- TIMOTHY J. COOK, *Associate Professor of Education* (1996; 2004).  
B.A., John Carroll University, 1980; M.Ed., Boston College, 1987; Ph.D., Boston College, 1990.
- ELIZABETH F. COOKE, *Associate Professor of Philosophy* (2001; 2006).  
B.A., The Catholic University of America, 1992; M.A., St. John's College, Annapolis, MD, 1993; Ph.D., St. Louis University, 2000.
- CYNTHIA L. CORRITORE, *Associate Professor of Information Systems and Technology* (1996; 2001).  
B.S.N., University of Nebraska Medical Center, 1979; M.S.N., 1981; M.S., University of Nebraska-Lincoln, 1991; Ph.D., 1996.
- DOMINIC COSGROVE, *Associate Clinical Professor of Biomedical Sciences* (1992; 1998; 2004).  
Ph.D., University of Nebraska Medical Center, 1989.
- CINDY COSTANZO, *Assistant Professor of Nursing* (2005); *Chairman of Nursing Systems Administration and CNL™* (2005).  
B.S.N., UNMC College of Nursing, 1983; M.S.N., UNMC College of Nursing, 1993; Ph.D., University of Nebraska Medical Center, 2005
- SUE E. S. CRAWFORD, *Associate Professor of Political Science* (1995; 2002).  
B.S., Northeast Missouri State University, 1989; Ph.D., Indiana University-Bloomington, 1995.
- ROBERT O. CREEK, *Professor Emeritus of Biomedical Sciences* (1964; 1989; 2002).  
B.S., University of Illinois at Urbana-Champaign, 1950; M.S., University of Southern Illinois, 1955; Ph.D., Indiana University-Bloomington, 1960.
- RANDALL L. CRIST, *Associate Professor of Mathematics* (1993; 2006).  
B.S., University of Nebraska, 1982; M.A., University of Pennsylvania, 1987; Ph.D., Texas A & M University, 1993.

- DIANE M. CULLEN, *Professor of Medicine* (1989; 1992; 1999; 2007); *Professor of Biomedical Sciences* (1992; 1999; 2007).  
B.S., State University of New York, 1976; M.S., Western Illinois University, 1977; Ph.D., University of Wisconsin-Madison, 1989.
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