

CREIGHTON UNIVERSITY BULLETIN

1999-2000 ISSUE *UNDERGRADUATE ISSUE*

College of Arts and Sciences
College of Business Administration
School of Nursing
University College

This publication contains the most current information available on the subjects covered as of the date of publication. However, this publication is **not** an offer to enter into a contract. Final selection of applicants to be admitted shall be made by the University, which reserves the right to deny admission to any applicant for any lawful reason. The University also reserves the right to modify or eliminate University rules and policies, including without limitation: admission requirements and criteria; course offerings, or location or frequency thereof; course content; grading requirements and procedures; degree requirements; tuition, fee, and board and room rates; financial assistance programs; substantive or procedural student disciplinary rules; and support services, and to apply any such modifications to any student without regard to date of admission, application or enrollment.

CREIGHTON UNIVERSITY BULLETIN VOL. 84, NO. 4, OCTOBER 1999 (USPS 005-856) is published monthly in February, July, September, and October by Creighton University, 2500 California Street, Omaha, Nebraska 68178-0001. Periodical postage paid at Omaha, Nebraska. 68108-9998.

POSTMASTER: Send address changes to: Creighton University Bulletin, P.O. Box 3266, Omaha, NE 68103-0266.

TABLE OF CONTENTS

<p>CALENDAR 4</p> <p>ADMINISTRATION</p> <p style="padding-left: 20px;">Board of Directors 9</p> <p style="padding-left: 20px;">Officers of Administration 10</p> <p>GENERAL INFORMATION</p> <p style="padding-left: 20px;">Location 12</p> <p style="padding-left: 20px;">History 13</p> <p style="padding-left: 20px;">Jesuit Order 15</p> <p style="padding-left: 20px;">Goals and Objectives 15</p> <p style="padding-left: 20px;">Credo of Creighton 16</p> <p style="padding-left: 20px;">Nondiscrimination Policy 16</p> <p style="padding-left: 20px;">Services for Students</p> <p style="padding-left: 40px;">With Disabilities 17</p> <p style="padding-left: 20px;">Graduation Rates 17</p> <p style="padding-left: 20px;">Accreditation 17</p> <p style="padding-left: 20px;">Campus Facilities 18</p> <p style="padding-left: 20px;">Living Accommodations 21</p> <p style="padding-left: 20px;">University and Student Publications 23</p> <p style="padding-left: 20px;">Extracurricular Activities 25</p> <p style="padding-left: 20px;">Fraternities and Sororities 29</p> <p style="padding-left: 20px;">Recognition of</p> <p style="padding-left: 40px;">Scholarship/Leadership 33</p> <p style="padding-left: 20px;">Alumni Association 36</p> <p>ADMISSION</p> <p style="padding-left: 20px;">Freshman Applicants 37</p> <p style="padding-left: 20px;">Admission Requirements 37</p> <p style="padding-left: 20px;">Registration 44</p> <p style="padding-left: 20px;">Adjustments and Withdrawals 45</p> <p>TUITION AND FEES</p> <p style="padding-left: 20px;">Tuition and Fees 47</p> <p style="padding-left: 20px;">Financial Arrangements 49</p> <p style="padding-left: 20px;">Withdrawals and Refunds 50</p> <p>STUDENT FINANCIAL AID</p> <p style="padding-left: 20px;">Eligibility 51</p> <p style="padding-left: 20px;">Application Procedures 51</p> <p style="padding-left: 20px;">Scholarships, Loans, Grants 52</p> <p style="padding-left: 20px;">Student Employment 72</p> <p>STUDENT SERVICES</p> <p style="padding-left: 20px;">Career Advising Center 73</p> <p style="padding-left: 20px;">Counseling and Guidance 73</p> <p style="padding-left: 20px;">Student Orientation 75</p> <p style="padding-left: 20px;">Student Support Services 75</p> <p style="padding-left: 20px;">Student Health Service 75</p> <p style="padding-left: 20px;">Student Health Insurance Plan 76</p>	<p>ADMINISTRATION AND SUPERVISION</p> <p style="padding-left: 20px;">Academic Administration 77</p> <p style="padding-left: 20px;">Commencement 83</p> <p style="padding-left: 20px;">Discipline 84</p> <p style="padding-left: 20px;">Confidentiality of Records 84</p> <p style="padding-left: 20px;">Transcripts 85</p> <p style="padding-left: 20px;">Special Programs</p> <p style="padding-left: 40px;">Freshman Seminar Program 86</p> <p style="padding-left: 40px;">Skills Development Program 86</p> <p style="padding-left: 20px;">Military Science</p> <p style="padding-left: 40px;">Army ROTC 87</p> <p style="padding-left: 40px;">Air Force ROTC 89</p> <p style="padding-left: 20px;">Advisers for Special Scholarship</p> <p style="padding-left: 40px;">Competitions 90</p> <p>PROGRAMS OF STUDY — I:</p> <p>ARTS AND SCIENCES</p> <p style="padding-left: 20px;">Goals of Liberal Education 91</p> <p style="padding-left: 20px;">General Degree Requirements 91</p> <p style="padding-left: 20px;">Core Requirements 93</p> <p style="padding-left: 20px;">Field of Concentration 100</p> <p style="padding-left: 20px;">Special Programs</p> <p style="padding-left: 40px;">Creighton House 102</p> <p style="padding-left: 40px;">Certificate in Business for Arts and Sciences Students 102</p> <p style="padding-left: 40px;">Intensive English Language Institute (IELI) 102</p> <p style="padding-left: 40px;">Justice and Peace Studies 103</p> <p style="padding-left: 40px;">Semester Abroad in</p> <p style="padding-left: 80px;">the Dominican Republic 104</p> <p style="padding-left: 40px;">Study Abroad Opportunities 104</p> <p style="padding-left: 40px;">Arts-Engineering Program 105</p> <p style="padding-left: 40px;">Preparing for Graduate Study 107</p> <p>PROGRAMS OF STUDY — II:</p> <p>BUSINESS ADMINISTRATION</p> <p style="padding-left: 20px;">Objectives 113</p> <p style="padding-left: 20px;">Requirements for Graduation 113</p> <p style="padding-left: 20px;">Programs of Study 113</p> <p style="padding-left: 20px;">Combined Business</p> <p style="padding-left: 40px;">Administration-Law Program 122</p> <p style="padding-left: 20px;">Certificate in Business</p> <p style="padding-left: 40px;">Administration 122</p> <p style="padding-left: 20px;">Graduate Study 124</p>
--	--

PROGRAMS OF STUDY — III:**NURSING**

Objectives	126
Programs of Study	126
Academic Requirements	127
Curricular Requirements	128
Accelerated Nursing Curriculum ...	130
Linking Education and Practice Program (LEAP)	132

PROGRAMS OF STUDY — IV:**UNIVERSITY COLLEGE**

The Mission	134
Degrees	134
Associate Degrees	136
Certificate Programs	139
Independent Study	151

COURSES OF INSTRUCTION 157

Keys to Symbols	158
Accounting	159
Aerospace Studies	263
African Studies	161
American Studies	161
Anthropology	310
Art	223
Arts Management	236
Atmospheric Sciences	164
Biology	169
Biomedical Sciences	173
Black Studies	174
Business	175
Chemistry	176
Classical and Near Eastern Studies ...	180
Communication Studies	186
Computer Science	190
Counselor Education	203
Creighton House Seminar	193
Dance	229
Economics	193
Education	195
Emergency Medical Services	204
English	206
Environmental Science	212
Exercise Sciences	218
Finance	222
Fine and Performing Arts	223
Freshman Seminar	237
French	264
German	266

Graphic Design	236
Greek	183
Health Administration and Policy	237
Health Policy and Ethics	239
Hebrew	184
History	239
Honors Program	248
Interdisciplinary Courses	249
Japanese	267
Jesuit Humanities Program	249
Journalism and Mass Communication	249
Justice and Peace Studies	253
Justice and Society	254
Latin	184
Linguistics	267
Management	254
Management Information Systems ...	256
Marketing	256
Mathematics	258
Medical Microbiology and Immunology	261
Military Science	261
Modern Languages and Literatures ...	264
Music	231
Natural Science	270
Nursing	271
Pharmacology	277
Philosophy	277
Physics	285
Political Science and International Studies	289
Psychology	297
Russian	267
Senior Perspective	301
Social Work	303
Sociology	306
Spanish	268
Statistics	312
Theatre	234
Theology	314

UNIVERSITY COMMITTEES 323**FACULTY 325**

FIRST SEMESTER, 1999-2000

1999

August	<i>21, 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.
	<i>23, Monday</i>	4:30-5:00 P.M. Graduate School registration in the Registrar's Office.
	<i>24, Tuesday</i>	8:00-11:30 A.M., 1:00-4:00 P.M. Late Registration in the Registrar's Office.
	<i>25, Wednesday</i>	Classes begin.
	<i>25-31, Wed.-Tues.</i>	8:30-11:45 A.M. and 1:00-4:00 P.M. Class Schedule Changes and Late Registration. Registrar's Office.
	<i>31, Tuesday</i>	Last day for late registration and class schedule changes.
September	<i>6, Monday</i>	Labor Day. Holiday — no classes.
	<i>8, Wednesday</i>	11:00 A.M. Mass of the Holy Spirit. St. John's Church.
	<i>16, Thursday</i>	Last day to change from credit to audit. Last day to apply for Pass/no Pass status.
October	<i>14, Thursday</i>	Last day for filing applications for degrees to be conferred at the end of the First Semester.
	<i>16, Saturday</i>	Fall Recess begins after last class, clinic, or laboratory.
	<i>18, Monday</i>	9:00 A.M. Mid-semester grade reports from instructors due in Registrar's Office.
	<i>25, Monday</i>	7:30 A.M. Classes resume.
	<i>29, Friday</i>	Last day to withdraw from courses with a "W."
November	<i>23, Tuesday</i>	Thanksgiving recess begins after last class, clinic or laboratory.
	<i>25, Thursday</i>	9:00 A.M. Thanksgiving Day Mass. St. John's Church.
	<i>29, Monday</i>	7:30 A.M. Classes resume.
December	<i>13-18, Mon.-Sat.</i>	Final semester examinations.
	<i>18, Saturday</i>	Last day of required attendance of First Semester. Christmas-Mid-year Recess begins.
	<i>18, Saturday</i>	Mid-year Commencement.

SECOND SEMESTER, 1999-2000

2000

January	<i>10, Monday</i>	4:30-5:00 P.M. Graduate School registration in the Registrar's Office.
	<i>11, Tuesday</i>	8:00-11:30 A.M., 1:00-4:00 P.M. Late Registration in the Registrar's Office.
	<i>12, Wednesday</i>	Classes begin.
	<i>12-18, Wed.-Tues.</i>	8:30-11:45 A.M. and 1:00-4:00 P.M. Late Registration in the Registrar's Office.
	<i>18, Tuesday</i>	Last day for late registration and class schedule changes.
February		Mass for Founders's Week: Past, Present and Future. St. John's Church. Date and time to be announced.
	<i>10, Thursday</i>	Last day to change from credit to audit. Last day to apply for Pass/No Pass status.
	<i>14, Monday</i>	Last day for filing applications for degrees to be conferred at end of Second Semester.
March	<i>4, Saturday</i>	Spring recess begins after last class, clinic or laboratory.
	<i>6, Monday</i>	9:00 A.M. Mid-semester grade reports from instructors due in the Registrar's Office.
	<i>13, Monday</i>	7:30 A.M. Classes resume.
	<i>20, Monday</i>	Last day to withdraw from courses with a "W."
April	<i>20, Thursday</i>	Holy Thursday—classes suspended from 5:00 P.M. April 20 to 5:00 P.M. Monday, April 24.
	<i>23, Sunday</i>	Easter Sunday.
	<i>24, Monday</i>	Easter Monday. Classes resume at 5:00 P.M.
May	<i>1, Monday</i>	Final semester examinations begin.
	<i>6, Saturday</i>	Final semester examinations end. Last day of required attendance of Second Semester except for candidates for degrees.
	<i>12, Friday</i>	3:00 P.M. Baccalaureate Mass.
	<i>13, Saturday</i>	University Commencement.

SUMMER SESSION, 2000

May	<i>15, Monday</i>	On-campus registration for Pre-session: 8:00-9:00 A.M. Registrar's Office. Pre-Session classes begin 9:00 A.M.
	<i>16, Tuesday</i>	Last day for Pre-Session registration and course changes.
	<i>19, Friday</i>	Last day to change from credit to audit or apply for Pass/no Pass status for Pre-Session.
	<i>26, Friday</i>	Last day to withdraw from Pre-Session with "W".
	<i>29, Monday</i>	Memorial Day—No classes.
June	<i>2, Friday</i>	Pre-session final examinations; Pre-session ends.
	<i>5, Monday</i>	On-campus registration for Term 1. 8:30-11:30 A.M. and 1:00-3:00 P.M., Registrar's Office. 4:00-5:00 P.M., Registrar's Office for evening students only. Term 1 classes meet at regularly scheduled times beginning June 5 at 7:30 A.M.
	<i>7, Wednesday</i>	9:00 A.M. Pre-Session final grade reports from instructors due in Registrar's Office from instructors.
	<i>8, Thursday</i>	Last day for late registration and course changes for Term 1.
	<i>12, Monday</i>	Last day to change from credit to audit or to apply for Pass/no Pass status for Term 1.
	<i>15, Thursday</i>	Last day for filing applications for degrees to be conferred at end of Summer Session.
	<i>26, Monday</i>	Last day to withdraw from Term 1 course with a "W".
July	<i>4, Tuesday</i>	Independence Day— no classes.
	<i>6, Thursday</i>	Final examinations. Term 1 ends.
	<i>10, Monday</i>	Registration for Term 2. 9:00-11:00 A.M. and 1:00-3:00 P.M., Registrar's Office. Term 2 classes meet at regularly scheduled times beginning July 10 at 7:30 A.M.
	<i>11, Tuesday</i>	9:00 A.M. Term 1 final grade reports from instructors due in Registrar's Office from instructors.
	<i>13, Thursday</i>	Last day for late registration and course changes for Term 2.
	<i>17, Monday</i>	Last day to change from credit to audit or to apply for Pass/no Pass status for Term 2.
	<i>31, Monday</i>	Last day to withdraw from Term 2 with "W".
August	<i>10, Thursday</i>	Final examinations; Term 2 ends.
	<i>14, Monday</i>	9:00 A.M. Term 2 final grade reports from instructors due in Registrar's Office.

FIRST SEMESTER, 2000-2001

2000

August	19, <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.
	21, <i>Monday</i>	4:30-5:00 P.M. Graduate School registration in the Registrar's Office.
	22, <i>Tuesday</i>	8:00-11:30 A.M., 1:00-4:00 P.M. Late Registration in the Registrar's Office.
	23, <i>Wednesday</i>	Classes begin.
	23-29, <i>Wed.-Tues.</i>	8:30-11:45 A.M. and 1:00-4:00 P.M. Class Schedule Changes and Late Registration. Registrar's Office.
	29, <i>Tuesday</i>	Last day for late registration and class schedule changes.
September	4, <i>Monday</i>	Labor Day. Holiday — no classes.
	6, <i>Wednesday</i>	11:00 A.M. Mass of the Holy Spirit. St. John's Church.
	14, <i>Thursday</i>	Last day to change from credit to audit. Last day to apply for Pass/no Pass status.
October	12, <i>Thursday</i>	Last day for filing applications for degrees to be conferred at the end of the First Semester.
	14, <i>Saturday</i>	Fall Recess begins after last class, clinic, or laboratory.
	16, <i>Monday</i>	9:00 A.M. Mid-semester grade reports from instructors due in Registrar's Office.
	23, <i>Monday</i>	7:30 A.M. Classes resume.
	27, <i>Friday</i>	Last day to withdraw from courses with a "W."
November	21, <i>Tuesday</i>	Thanksgiving recess begins after last class, clinic or laboratory.
	23, <i>Thursday</i>	9:00 A.M. Thanksgiving Day Mass. St. John's Church.
	27, <i>Monday</i>	7:30 A.M. Classes resume.
December	11-16, <i>Mon.-Sat.</i>	Final semester examinations begin.
	16, <i>Saturday</i>	Last day of required attendance of First Semester. Christmas—Mid-year Recess begins.
	16, <i>Saturday</i>	Mid-year Commencement.

SECOND SEMESTER, 2000-2001

2001

January	8, <i>Monday</i>	4:30-5:00 P.M. Graduate School registration in the Registrar's Office.
	9, <i>Tuesday</i>	8:00-11:30 A.M., 1:00-4:00 P.M. Late Registration in the Registrar's Office.
	10, <i>Wednesday</i>	Classes begin.
	10-16, <i>Wed.-Tues.</i>	8:30-11:45 A.M. and 1:00-4:00 P.M. Late Registration in the Registrar's Office.
	16, <i>Tuesday</i>	Last day for late registration and class schedule changes.
February		Mass for Founders's Week: Past, Present and Future. St. John's Church. Date and time to be announced.
	8, <i>Thursday</i>	Last day to change from credit to audit. Last day to apply for Pass/No Pass status.
	12, <i>Monday</i>	Last day for filing applications for degrees to be conferred at end of Second Semester.
March	3, <i>Saturday</i>	Spring recess begins after last class, clinic or laboratory.
	5, <i>Monday</i>	9:00 A.M. Mid-semester grade reports from instructors due in the Registrar's Office.
	12, <i>Monday</i>	7:30 A.M. Classes resume.
	19, <i>Monday</i>	Last day to withdraw from courses with a "W."
April	12, <i>Thursday</i>	Holy Thursday—classes suspended from 5:00 P.M. April 12 to 5:00 P.M. Monday, April 16.
	15, <i>Sunday</i>	Easter Sunday.
	16, <i>Monday</i>	Easter Monday. Classes resume at 5:00 P.M.
	30, <i>Monday</i>	Final semester examinations begin.
May	6, <i>Saturday</i>	Final semester examinations end. Last day of required attendance of Second Semester except for candidates for degrees.
	11, <i>Friday</i>	3:00 P.M. Baccalaureate Mass.
	12, <i>Saturday</i>	University Commencement.

ADMINISTRATION

UNIVERSITY BOARD OF DIRECTORS

- MR. WILLIAM A. FITZGERALD *Chairman, Creighton University Board of Directors; Chairman and Chief Executive Officer, Commercial Federal Bank*
- MR. BRUCE C. ROHDE *Vice Charman, Creighton University Board of Directors; Chairman and Chief Executive Officer, ConAgra, Inc.*
- MR. MOGENS C. BAY *Chairman and Chief Executive Officer, Valmont Industries, Inc.*
- REV. NED H. CASSEM, S.J., M.D. *Chief of Psychiatry, Massachusetts General Hospital*
- MARY E. WALTON CONTI, M.D. *President, XRT Management Services*
- MR. RICHARD K. DAVIDSON *Chairman, Union Pacific Corporation*
- MR. MARSHALL E. FAITH *Chairman, The Scoular Company*
- MS. MIMI A. FELLER *Senior Vice President, Public Affairs and Government Relations, Gannett Co., Inc.*
- REV. KEVIN T. FITZGERALD, S.J. *Research Associate, Departments of Medicine and Medical Humanities, Loyola University Medical Center*
- MR. RONALD B. GARTLAN *President and Chief Executive Officer, Godfather's Pizza, Inc.*
- MR. JOHN GOTTSCHALK *President and Chief Executive Officer, Omaha World-Herald Company*
- MR. FRANK L. HAYES *President, Hayes and Associates, L.L.C.*
- REV. JAMES E. HOFF, S.J. *President, Xavier University*
- MR. MARK D. HUBER *Chairman and Chief Executive Officer, Blackstone Insurance Group, Inc. and PayFlex Systems USA, Inc.*
- MR. RICHARD T. KIZER *President and Chief Executive Officer, Central States Health and Life Company of Omaha*
- MR. BRUCE R. LAURITZEN *Chairman and President, First National Bank of Omaha*
- FLOYD J. MALVEAUX, M.D. *Dean, Howard University College of Medicine*
- Interim Vice President for Health Affairs
- REV. D. EDWARD MATHIE, S.J. *Provincial, Wisconsin Province of the Society of Jesus*
- MR. RICHARD D. MCCORMICK *Chairman Emeritus of the Board, U S WEST, Inc.*
- MR. JOHN V. MCGRAW, JR. *Chairman and Chief Executive Officer, Pacific Specialty Insurance Company*
- REV. MICHAEL G. MORRISON, S.J. *President, Creighton University*
- MR. JOHN E. NAHAS *President and Chief Executive Officer, US Bank*
- MR. MARK H. RAUENHORST *President and Chief Executive Officer, Opus Northwest, L.L.C.*
- MR. ROBERT A. REED *President and Chief Executive Officer, Physicians Mutual Insurance Company*
- MR. J. JOE RICKETTS *Chairman and Chief Executive Officer, Ameritrade Holding Corporation*
- REV. PHILIP J. ROSSI, S.J. *Professor, Department of Theology, Marquette University*
- MR. WALTER SCOTT, JR. *Chairman, Level 3 Communications, Inc.*
- REV. THOMAS J. SHANAHAN, S.J. *Rector, Jesuit Community, Creighton University*
- MR. ALAN D. SIMON *Chairman and Chief Executive Officer, Omaha Steaks International*
- MR. DAVID L. SOKOL *Chairman and Chief Executive Officer, MidAmerican Energy Holdings Company*
- MR. KENNETH E. STINSON *Chairman, President and Chief Executive Officer, Peter Kiewit Sons', Inc.*
- MR. JOHN W. WEEKLY, SR. *Chairman and Chief Executive Officer, Mutual/United of Omaha*
- MR. WILLIAM F. WELSH, II *President and Chief Executive Officer, Election Systems and Software, Inc.*
- MR. PATRICK J. ZENNER *President and Chief Executive Officer, Hoffmann-La Roche, Inc.*

UNIVERSITY OFFICERS OF ADMINISTRATION

REV. MICHAEL G. MORRISON, S.J., M.A., Ph.L., S.T.L., Ph.D.	<i>President</i>
REV. ANDREW F. ALEXANDER, S.J.	<i>Vice President for University Ministry and Director of Collaborative Ministry</i>
JOHN C. CERNECH, M.Ed., Ph.D.	<i>Vice President for Student Services; Dean of Students</i>
CONRAD P. DIETZ, M.S.	<i>Vice President for Information Technology</i>
CHARLES J. DOUGHERTY, Ph.D.	<i>Vice President for Academic Affairs</i>
GEORGE A. GRIEB, B.S.	<i>Vice President for Administration and Finance; Treasurer</i>
MICHAEL E. LEIGHTON, B.A.	<i>Vice President for University Relations</i>
M. ROY WILSON, M.D.	<i>Acting Vice President for Health Sciences</i>
REV. WILLIAM F. KELLEY, S.J., M.A., Ph.L., S.T.L., Ph.D.	<i>Vice President, Creighton University Foundation</i>
LEROY A. GALLES, M.B.A., C.P.A.	<i>Associate Vice President for Finance</i>
WILLIAM H. HILL, M.A.	<i>Associate Vice President for Administration and Director of Human Resources</i>
LEROY F. KOZENY, B.S.	<i>Associate Vice President for Administration and Director of Purchasing</i>
WILLIAM L. PANCOE, JR., Ph.D.	<i>Associate Vice President for Health Sciences</i>
RICHARD E. ROSSI, M.A., Ph.D.	<i>Associate Vice President for Student Services/ Residence Life</i>
FRED H. SALZINGER, M.S.	<i>Associate Vice President for Health Sciences</i>
STEPHANIE R. WERNIG, M.A., Ph.D.	<i>Associate Vice President for Student Services</i>
JAMES G. WILLETT, M.S.	<i>Associate Vice President for Administration and Director of Facility Planning/Management</i>
PATRICIA R. CALLONE, M.A., M.A.Rel.Ed.	<i>Assistant to the President</i>
JODY I. CONWAY, M.A.	<i>Assistant Dean of Students</i>
TROY E. HORINE, M.B.A.	<i>Assistant Vice President for University Relations and Director of Development</i>
JAMES E. MOORE, Ph.D.	<i>Assistant Vice President for Student Services</i>
DANIEL E. BURKEY, B.S.B.A., C.P.A.	<i>Controller</i>
KATHLEEN J. DETRICK	<i>Risk Manager</i>
GREG D. JAHN, J.D.	<i>General Counsel</i>
JOHN A. KRECEK, M.B.A.	<i>University Registrar</i>
FRED J. NESLER, M.B.A.	<i>Budget Director</i>
RICARDO M. ARIZA, M.S.W.	<i>Director of Multicultural Affairs</i>
LLOYD E. BEASLEY, M.S.	<i>Director of Educational Opportunity Programs</i>
A. JAMES BOTHMER, M.A.L.S.	<i>Director of Health Sciences Library</i>
DARLENE H. BROWN, B.S.	<i>Director of Minority Affairs for Health Sciences</i>
REV. JAMES F. CLIFTON, S.J.	<i>Director of Clinical Pastoral Care, St. Joseph Hospital</i>
DIANE H. DOUGHERTY, B.A.	<i>Director of Alumni Relations</i>
CHARLENE G. ERSKINE, M.Ed., Ph.D.	<i>Director of Counseling and Psychological Services</i>
REV. LAWRENCE D. GILLICK, S.J.	<i>Director of Deglman Center for Ignatian Spirituality</i>
MARY K. HIGGINS, M.S.	<i>Director of Retention</i>
DAVID C. HIGGINSON, M.S., Ed.D.	<i>Director of International Programs</i>
BRENDA L. HOVDEN	<i>Director of Card Services</i>
ROWLAND W. HUGHES, B.S.	<i>Director of Student Center</i>
REV. HOWARD E. KALB, S.J.	<i>Director of Retreat Center</i>
STEPHEN T. KLINE, B.A.	<i>Director of Public Relations and Public Information</i>
MICHAEL J. LACRIOX, M.L.S., M.B.A.	<i>Director of Reinert Alumni Memorial Library</i>
AUDREY A. LARKIN, M.S.	<i>Director of Client Support Services</i>
ROBERT J. LEAHY, B.S.B.A.	<i>Director of Student Accounts</i>
CHARLES A. LENOSKY, B.A.	<i>Director of Educational Media Services</i>

RICHARD J. MCAULIFFE, M.S.	<i>Director of Public Safety</i>
VIRGINIA D. MCGILL, B.A.	<i>Director of Institute for Latin American Concern (Omaha)</i>
MICHELLE MILLARD, M.S.	<i>Director of Peer Education</i>
CARL L. MORELLO	<i>Director of Environmental Services</i>
WAYNE A. MORFORD, M.S.	<i>Director of Campus Recreation</i>
JERRY MORGAN	<i>Director of Printing Services</i>
PAUL A. NICHOLS, B.S.	<i>Director of Environmental Health and Safety</i>
DENNIS J. O'DRISCOLL, M.S.	<i>Director of Admissions</i>
GERRY A. PHANEUF, M.Ed.	<i>Director of Career Services</i>
JOHN E. PIERCE, M.S.Guid., J.D.	<i>Director of Affirmative Action</i>
RUTH B. PURTILO, Ph.D., FAPTA	<i>Director of Center for Health Policy and Ethics</i>
BRUCE D. RASMUSSEN, B.S.B.A.	<i>Director of Athletics</i>
ROBERT W. RAUSCHER, M.A.	<i>Director of Administrative Computing</i>
J. C. RUCH, M.S.	<i>Director of Technical Services and Operations</i>
DEBRA C. SAURE, B.S., R.N.C.N.P.	<i>Director of Student Health Services</i>
SHIRLEY A. SCRITCHFIELD, Ph.D.	<i>Director of Institutional Research and Assessment</i>
CONNIE J. SHONKA, B.S.	<i>Director of Child Development Center</i>
KATHLEEN J. TAGGART, B.S.	<i>Director of Grants Administration</i>
REV. ALBERT R. THELEN, S.J.	<i>Director of Campus Ministry</i>
T. PAUL TOMOSER, B.S.	<i>Director of Internal Audit</i>
REV. ERNESTO F. TRAVIESO, S.J.	<i>Director of Institute for Latin American Concern (Dominican Republic)</i>
JOHN D. WALKER, B.P.S.	<i>Director of Mail Services</i>
ROBERT D. WALKER, M.S.	<i>Director of Financial Aid</i>
W. WAYNE YOUNG, Pharm.D.	<i>Director of US WEST Academic Development Center</i>
DALE L. LAZO, LTC	<i>Commandant of ROTC</i>
MARJORIE B. WANNARKA, M.A.	<i>Chairman, Archives Department, Reinert Alumni Memorial Library</i>



CREIGHTON COLLEGE OF ARTS AND SCIENCES

Officers of Administration

ALBERT A. AGRESTI, S.J., Ph.D.,	<i>DEAN</i>
PATRICIA A. FLEMING, Ph.D.,	<i>ACTING ASSOCIATE DEAN</i>
JACK E. WALSH, Ed.M., M.A.,	<i>ASSISTANT DEAN</i>

COLLEGE OF BUSINESS ADMINISTRATION

Officers of Administration

ROBERT E. PITTS, Ph.D.,	<i>DEAN</i>
JOSEPH M. PHILLIPS, Ph.D.,	<i>Associate Dean</i>
GERARD L. STOCKHAUSEN, S.J., Ph.D.,	<i>Associate Dean</i>

SCHOOL OF NURSING

Officers of Administration

EDETH KILPATRICK KITCHENS, Ph.D.,	<i>Dean</i>
ELEANOR HOWELL, Ph.D.,	<i>Associate Dean for Academic and Clinical Services</i>
JOAN F. NORRIS, Ph.D.,	<i>Associate Dean for Research and Evaluation</i>
LINDA LAZURE, Ph.D.,	<i>Associate Dean for Student Affairs</i>

UNIVERSITY COLLEGE AND SUMMER SESSIONS

Officer of Administration

CHARLES T. DICKEL, Ed.D.,	<i>Dean</i>
---------------------------	-------------

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 6,158 persons taught by a faculty of 1,361, 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 Allied 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-eight percent of the University's students are enrolled in the College of Arts and Sciences, 29 percent in the health sciences professions, 9 percent in Business Administration, 8 percent in University College, 8 percent in law, and 8 percent in the Graduate School.

LOCATION

Omaha, Nebraska is the very heart of America. 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 toward the 21st century.

Omaha is a city of 367,379 that serves as a regional center. The city is the major urban area between Chicago and Denver and between Kansas City and Minneapolis. The center of a metropolitan area of 693,900 persons, Omaha has rolling hills and tree-lined streets.

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 theatre, shopping, government and financial districts; Central Park 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, a 450,000 gallon walk-through aquarium and IMAX Theatre; and Rosenblatt Stadium, home of the NCAA College World Series and the Omaha Golden Spikes.

Omaha is the home of the internationally acclaimed Opera Omaha, Ballet Omaha, and Omaha Symphony. Joslyn Art Museum not only displays impressive permanent collections from 19th and 20th century European and American artists, but also schedules five major exhibits and a dozen small presentations each year. One of the nation's finest old-world style theatres, the Orpheum, is home to hundreds of outstanding entertainment events each year. In addition, the Omaha Community Playhouse and Omaha Theatre Company For Young People (formerly Emmy Gifford Children's Theatre) are among the top community theatres in the nation.

An enthusiastic sports city, Omaha has hosted the NCAA College World Series, held in early June each year, for nearly fifty years. The Creighton Bluejay basketball, soccer, and baseball teams have earned trips to their respective NCAA tournaments in

recent years, and the baseball team finished third in the 1991 College World Series. Like the rest of the state, Omaha also loves the nationally ranked Nebraska Cornhusker football, basketball, volleyball, and gymnastic teams who compete against the nation's best college athletes in Memorial Stadium and the Devaney Sports complex, less than forty-five minutes from Omaha.

Omaha is the site of a vital downtown area. Omaha's Missouri Riverfront has undergone a massive redevelopment supported by private and public funds. ConAgra, Inc., a multi-billion dollar food processor, has built its headquarters operation, complete with a research facility, on the riverfront. The City of Omaha is extending its downtown Central Park Mall to the river front. New development also includes a consolidated operations center for Union Pacific Railroad and a major computer center for US WEST Communications.

Omaha is served by over 180 regularly scheduled daily flights by twelve major airlines plus two regional airlines and by four class-one railroads. 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. The cost of living in Omaha is less than that of almost any other major city — a comfortable lifestyle is within easy reach.

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-three laypersons and eight 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.

Colleges of Arts and Sciences

The College of Arts and Sciences is the University's oldest and largest division. Creighton College was founded in 1878 as a liberal arts college for men. For forty years the College was conducted without charging tuition. Women began attending teachers' courses in 1923 and University College, a parallel liberal arts division for the education of women, was formally established in 1931. These two liberal arts divisions merged as the College of Arts and Sciences in 1951. A Department of Journalism was part of the College of Commerce for 12 years until 1933 when a separate College of Journalism was established. In 1936 this status was changed to the School of Journalism and in 1948 to the Department of Journalism in the Creighton and University Colleges.

College of Business Administration

On September 20, 1920, Creighton opened the College of Commerce, Accounts and Finance in response to employment requirements of business, industry and government. Four years later the division was renamed the College of Commerce, Finance and Journalism to reflect the addition of that professional department. By 1933 a separate College of Journalism was established; the original division was renamed simply the College of Commerce. In June 1956 the present name, College of Business Administration, was adopted, and in 1960 the University completed the Eugene C. Eppley College of Business Administration building. During the summer of 1996, the building underwent a complete interior and exterior renovation. The classrooms were updated to accommodate the latest in instructional and computer technology.

School of Nursing

Nursing programs began at Creighton in 1928 but it was 1971 before separate divisional status was granted. The program was moved from its status as a department in the College of Arts and Sciences to facilitate closer relationship between nursing and the other Creighton health professions schools. In 1978 the College of Nursing became the School of Nursing.

University College and Summer Sessions

University College opened in the 1983 Fall Semester. Designed for adult students, the College offers programs of study leading to baccalaureate degrees with the following majors: accounting, applied communication, applied computer science, atmospheric sciences, computer science, corporate communication, emergency medical services, journalism/public relations, management, mathematics, ministry, organizational communication, and psychology. Associate degrees can be earned in computer science, design production, emergency medical services, journalism/public relations, mathematics, ministry, organizational communication, spirituality, and theology. Also offered are certificate programs in applied communication, applied computer science, atmospheric sciences, broadcast meteorology, business administration, computer science, corporate communication, creative writing, design production, e-commerce, environmental science, Irish literature and culture, liturgy, mathematics, ministry, pre-health sciences, organizational communication, public relations/advertising, psychology, spirituality, and theology. Courses are offered in the evenings and early mornings throughout the year, during the traditional fall and spring semesters and during the summer; and most are taught by Creighton's regular faculty.

Creighton undergraduate students are eligible to register for correspondence courses in the University College Independent Study Program with permission of the Dean of their college. The Independent Study Program offers students the opportunity for access to undergraduate CORE courses developed by Creighton University faculty members. Correspondence with course instructors is the key to receiving the personalized instruction that is ordinarily given in the traditional college classroom. The minimum course completion time is 12 weeks, and the maximum is one year from the date of enrollment. Normally, Creighton students register for Independent Study Program courses at the beginning of the summer; however, it is possible to register for Independent Study Program courses at any time. The Independent Study Program maintains the same high degree of instructional quality that is maintained in on-campus courses offered at Creighton.

University College also offers noncredit courses, workshops, conferences, and seminars for adults in the Midwest and beyond, continuing the tradition of quality programming of Creighton resources and affiliate instructors in the noncredit area. The focus is on continuing education opportunities including information and skills that are useful in career and professional development; personal growth opportunities; and programs for the contemporary church. Noncredit programs have many formats.

Some meet all day; others for two or three hours per week. With few exceptions, courses run a total of eight to 16 hours. Courses are held on campus and at off-campus locations to provide easy accessibility for adults.

Summer Sessions joined University College in Spring 1990. Graduate and undergraduate courses are offered during the 13 weeks of summer. Both day and evening classes are available in various formats. In addition to credit courses, a number of noncredit programs are offered. Scattered throughout the summer months are short institutes and workshops, both credit and noncredit.

Other Divisions

Creighton's first Master's degree was conferred in 1893, but the Graduate School was made a separate division in 1926. Professional schools and their dates of establishment are the School of Medicine, 1892; School of Law, 1904; School of Dentistry and School of Pharmacy, 1905. In 1982, the Division of Allied Health Professions (formerly attached to the School of Medicine as the Division of Allied Health Sciences) was attached to the School of Pharmacy.

THE JESUIT ORDER AND CREIGHTON UNIVERSITY

Creighton University, situated in the heart of America, is Jesuit education. Jesuit American education on the secondary level network is all-embracing. Forty-six Jesuit high schools dot our map; one was established in the 18th Century, twenty-four in the 19th Century, and twenty-one in the 20th Century, affecting over 36,500 young men and women of all denominations.

Twenty-eight Jesuit universities flourish from coast to coast, in 1990 enrolling 182,628 collegiate and professional students. Jokingly likened to sparrows, Jesuits in higher education frequent our nation's largest cities. The educational opportunities they provide are diverse, but all the institutions share in the Jesuit character and tradition. Why? Because they are staffed by religious and lay colleagues who are imbued with, or attracted by, the educational ideals of St. Ignatius Loyola, founder of the Jesuit Order. Ignatius outlined his principles for broadly-educated and decent people marked by good judgment in his *Ratio Studiorum*, Plan of Studies," written about 1540.

There seems to be an instant bond of camaraderie and identification among graduates of diverse American Jesuit universities and high schools before they have visited together for five minutes. Creighton graduates have commented on this again and again. It is a subtle but real bond that these graduates feel. They are part of a great and satisfying network calculated to prepare them for a full and rewarding life. This Jesuit education is shared with 1,000 other institutions conducted by the total number of 25,000 Jesuits across the world.

American Jesuit Priests and Brothers are active on every front. They are the largest missionary Order in the Catholic Church. Of their 6,000 American Jesuits, every fifth man is in the harvest field of foreign or American mission.

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.

CREDO OF CREIGHTON

Creighton, a Jesuit University, is convinced that the hope of humanity is the ability of men and women to seek the truths and values essential to human life. It aims to lead all its members in discovering and embracing the challenging responsibilities of their intelligence, freedom, and value as persons.

We therefore profess, and pledge ourselves to teach in the perspectives of, the following creed:

We believe in God, our loving Creator and Father.

We believe in the intrinsic value of the human being as created in God's image and called to be his child. This includes all persons and excludes any form of racism and other discrimination.

We believe that the deepest purpose of each man and woman is to create, enrich, and share life through love and reverence in the human community. This motivates our open and relentless pursuit of truth. For this reason we foster reverence for life in all its human potential.

We believe that we should support all persons in their free and responsible life-sharing through family and social systems, and through political, scientific, and cultural achievements.

We believe that we must strive for a human community of justice, mutual respect, and concern. In this context we must cultivate respect and care for our planet and its resources.

We believe that laws exist for the benefit and well-being of individual persons, that legal systems must express the common good, and that all government must be subject to the courageous, though respectful and loyal, criticism of intelligent and responsible citizens.

We believe that the law of justice and love must regulate the personal, family, economic, political, and international life of all persons if civilization is to endure.

We believe in the teachings and example of Jesus Christ.

NONDISCRIMINATION POLICY

Creighton admits qualified students and hires qualified employees without regard to race, color, age, national or ethnic origin, disability, sex, marital status, or religion. 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 Coordinator of Services for Students with Disabilities at 280-2749.

GRADUATION RATES

In 1999 the completion or graduation rate for students who entered Creighton University in Fall 1993 was 66 percent. This includes students who entered professional school programs of Dentistry, Law, Medicine and Pharmacy and Allied Health Professions at Creighton University.

ACCREDITATION

Creighton University is fully accredited by 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 International Association for Management Education-AACSB (graduate and undergraduate programs). The accounting program has been accredited (Type A - baccalaureate) by the Accounting Accreditation Committee of the Association.

The School of Nursing offers a baccalaureate program and a graduate program accredited by the National League for Nursing, Inc. The baccalaureate program also is approved by the State of Nebraska. In addition, the baccalaureate and graduate programs received preliminary approval by the newly formed Commission in Collegiate Nursing Education.

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 school principals and school counselors.

The Schools of Dentistry, Law, Medicine, and Pharmacy and Allied 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, American Council on Pharmaceutical Education, the American Occupational Therapy Association, and the American Physical Therapy Association.

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

CAMPUS FACILITIES

Creighton's 56-building campus provides 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 to add green space to the heart of the undergraduate living area. Several phases of the mall project have been completed. They provide an appealing, landscaped pedestrian and relaxation area in front of the Administration Building and St. John's Church and across the East Campus to the School of Law. Recent emphasis on modernization and upgrade of facilities has resulted in complete renovation of the Epply building for the College of Business Administration, and the addition of computer laboratories in every major building.

Main University Campus

The University campus is about a fifteen-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 Twentieth Street on the east to Thirtieth Street on the west. (See campus map inside back cover.)

CAMPUS DEVELOPMENT

A student center was constructed on mid-campus in 1987. Artificial-turf athletic fields and extension of the campus mall to the east were done in 1988. The Lied Education Center for the Arts was completed in the spring of 1995. The Kiewit Fitness Center and Ahmanson Law Center have been expanded. The new McGloin Residence Hall opened in August 1998.

Health Sciences Facilities

The Doctor C. C. and Mabel L. Criss Health Sciences Center is an ultra-modern complex 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. Twin two-level 255-seat amphitheatres, the connecting link between the two units, form the hub of the academic activities. Multipurpose laboratories, classrooms, and seminar rooms are conveniently distributed throughout the facility. In addition, the Criss Health Sciences Center accommodates the administration, faculty, and students of the School of Nursing and the School of Pharmacy and Allied Health Professions. The administrative offices of the School of Medicine are located in the Criss Health Sciences Center, as are the offices of the Vice President for Health Sciences. Another unit (Criss I) provides medical research facilities for the faculty. As part of an ongoing process to upgrade and modernize Health Sciences facilities, a complete renovation of Unit I of the Criss Center was completed in February 1994. The Beirne Research Tower adjoins the Criss Health Sciences Center. This six story medical research facility was made possible by a gift from Doctor Gilbert A. Beirne and his brother, Doctor Clinton G. Beirne. The Beirne Research Tower provides approximately 13,000 square feet of space for laboratories and offices. The modern, functional research laboratories house the regulatory peptide research program, the infectious disease and microbiology program, a bone biology research program, the molecular biology core facility, and an allergic diseases research program.

A new medical student computer laboratory has been built in the Criss II building. Student computer workstations are available in several sites in the Criss Center, Health Sciences Library, Saint Joseph Hospital, and various clinics. The students have access to a wide variety of software, databases (including MedLine), electronic mail, and the internet.

Saint Joseph Hospital, an ultramodern 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. Policies for the hospital are set by a governing board that includes strong representation from Creighton University and the School of Medicine faculty.

The School of Medicine, since its founding, has been affiliated for educational purposes with St. Joseph Hospital. This affiliation is in accordance with the provisions made by John A. Creighton, a benefactor of both institutions, and formalized in written agreements to define cooperation for the attainment of mutual and generally inseparable goals of good patient care, research, and medical education. A major regional and community facility, the hospital maintains programs in each of the major clinical services with the active staff appointed from the faculty of the School of Medicine. The close working relationship of the two institutions is continually reinforced by regular meetings of the joint management committee involving the top executive officers of both the hospital corporation and the University.

A six-story office complex attached directly to the hospital provides office suites and examining areas for the clinical faculty of the School of Medicine. The clinical faculty assigned by the chairs of the several departments provide teaching in the following clinical areas:

Allergy; arthritis; cardiology; chest disease; dermatology; diabetes; endocrinology; family medicine; hematology; hypertension; infectious disease; neurology; obstetrics and gynecology; oncology; ophthalmology; orthopedics; otolaryngology; pediatrics;

peripheral vascular disease; proctology; psychiatry; psychology; radiology; rehabilitation; renal; rheumatology; surgery; and urology.

A clinical assessment center has recently been developed at St. Joseph Hospital. The ultramodern facility has six examination rooms each equipped with recording equipment for faculty teaching and supervision of student history and physicals.

The diagnostic laboratory is supervised by the Department of Pathology and the radiological service by the Department of Radiology. Annual visits to the Health Center exceed 100,000.

A new outpatient Cardiac Center opened August 1, 1992. This new three story 60,000 square-foot building houses all cardiac outpatient diagnostic facilities as well as an outpatient Cardiac Catheterization Laboratory and a 15,000 square-foot Cardiac Rehabilitation Center.

The Boys Town National Research Hospital, constructed and operated by Father Flanagan's Boys Home, is physically connected to the teaching hospital. A unique national resource, the Hospital has assembled a highly specialized staff to develop inpatient and outpatient programs for children with communication disorders resulting from physical or sensory defects. The St. Joseph Service League Center for Abused Handicapped Children, established at the Hospital, is designed to assist in the detection, assessment, treatment, and prevention of abuse and neglect of children whose handicaps impair their communicative abilities. The staff of the Hospital also comprises the faculty and staff of the Department of Otolaryngology of the School of Medicine, and the Director of the Institute occupies the Father Flanagan Chair of Otolaryngology.

Since 1973, the School of Dentistry has occupied a facility containing 150,000 square feet of space (excluding interstitial mechanical areas). It is a three level structure with grade entry to the first two. Beginning in Fall 1993, this building has been shared with the School of Pharmacy and Allied Health's Physical Therapy and Occupational Therapy programs. A five-year renovation of all classrooms, laboratories and dental clinic operatories was completed in 1998. The first floor consists of student services and lounge, classrooms, Physical Therapy/Occupational Therapy administrative offices, clinics and research laboratories. The adult dental clinic and dental departmental faculty offices occupy the second level. The third level is occupied by the children's dental clinic, basic and dental science laboratories, research space, seminar rooms and dental administrative offices.

Central to the facilities of the Health Center is the Creighton University Bio-Information Center, which opened in the summer of 1977. This facility brings to the health sciences campus a focal point for modern and innovative learning and research. The services provided are available for students and faculty of the University, hospital staff, and the health sciences community of the Omaha area. They include the Health Sciences Library, the Learning Resource Center, and the Media Services Center. Media Services provides technical services such as photography, graphic design, computer imaging, television production and classroom services. Classroom Services provides audio visual support for the University as well as educational service to assist in the identification of instructional priorities and attainment of educational goals.

The Health Sciences Library/Learning Resources Center (HSL/LRC) is open 107 ½ hours a week. Over 200,000 items of print and non-print materials are available. Access is provided to many; bibliographic and full-text databases such as MEDLINE, Micromedex, pharmaceutical abstracts, etc. The Learning Resources Center adds a multimedia dimension to the facility. It provides such resources as video disks, CD-ROMs, models, videotapes, and audiocassettes. In addition, a state of the art com-

puter lab is equipped with Pentium PCs and Macintosh computers. Over 600 study seats are available for students, faculty, and staff.

University 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.

Alumni Library	388,736 Volumes	832,09Microforms
Law	145,297 Volumes	510,72Microforms
Health Sciences	<u>220,740 Volumes</u>	<u>105,08Microforms</u>
	754,773 Volumes	1,447,899 Microforms

LIVING ACCOMMODATIONS

Creighton University offers on-campus housing for all full-time matriculated students. **All unmarried freshmen and sophomore undergraduate students, from outside the immediate Omaha area (as defined by the University), are required to live in University residence halls.** Freshman and sophomore students from Omaha are encouraged to live in the residence halls or they must live with a parent or guardian unless required by the University to live in the residence halls. 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 by July 15th prior to the beginning of the student’s classes. 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 seven residence halls. Three are traditional style with common bathroom facilities. Most rooms are double occupancy. Two halls are suite style with four students per suite. One hall, Kenefick, is a residence for junior and senior level students and is an efficiency or one bedroom apartment style hall. Another hall, Heider Hall, is a hall of efficiency, one-bedroom, and two-bedroom apartments open to married students, students with families, or students who have already completed



bachelor's degrees. Limited space is available to students with families. To reside in Heider Hall, students must sign a 12 month lease. All other halls are contracted for the full academic year beginning in August and continuing until the end of exams the following May.

The residence hall contract is for both room and board. Only students living in Kenefick or in Heider Hall are not required to be on the board plan. A student requesting to be off the board plan for medical or other reasons must furnish documentation to the Associate Vice-President for Student Services for his review. Generally, the dining services are able to meet most dietary needs. Students may elect either a 19, 15, or 12 meal plan per week. Students in Kenefick or in Heider Hall may elect any of the standard meal plans or the Flex Plan. The Flex Plan allows the student to eat 60 meals during a semester. 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. Carefully planned menus assure a well-balanced variety of nutritious and appetizing foods. 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 1999 are:

Building	Type Room	Annual Rate
Deglman, Kiewit & Gallagher Halls	Double	\$3022
	Private	\$4542
Swanson Hall's Suite Style rooms (Sophomores only)	Suite	\$3150
Kenefick Hall (Juniors & Seniors Only)	Efficiency apartment	\$3270
	1 Bedroom apartment	\$3400
	Private efficiency	\$4862
McGloin Hall (Sophomores only)	Suite	\$3256
Heider (12 month lease) (Family and post bachelor degrees only)	Efficiency	\$5880
	Small 1 Bedroom	\$6492
	Large 1 Bedroom	\$6744
	Two Bedroom	\$7680
Board Plans	Type Plan	Annual Rate
	19 Meal and 40 Points Bonus	\$2424
	15 Meal and 100 Bonus Points	\$2424
	12 Meal - No Bonus Points	\$2282
Available to Heider, Flex - Any 60 meals and 200 Bonus Points Kenefick & Off Campus Students Only		\$ 994

Incoming students must apply to the Department of Residence Life for a residence hall reservation. All students pay a damage deposit of \$100. **Students applying for Heider Hall are required to pay a deposit equal to one month's rent for the Heider lease plan.** 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 49).

Room and board rates are subject to change without notice. Any unusual circumstances as to age or physical condition requiring special housing arrangements will be given full consideration by the Associate Vice President for Student Services. Questions regarding housing services and facilities may be directed to the Department of Residence Life, 136 Swanson Hall; telephone (402) 280-3016.

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 lease. Available for families are the large one-bedroom apartments (655 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, 136 Swanson Hall, posts 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.

UNIVERSITY AND STUDENT PUBLICATIONS

The Bluejay, the official Creighton University yearbook, represents all of the undergraduate Colleges of the University. Edited by students, *The Bluejay* presents an account of the year's activities in picture and story.

Your Campus and Colleagues is an electronic weekly newsletter distributed during the academic year via e-mail. It provides updates on campus changes and events, as well as notable achievements by individuals, departments and alumni. Some Omaha community news is included.

Creighton Today is produced and distributed each class day to all faculty and staff members of the University. Given priority for inclusion in this employee newsletter are scheduled campus activities and events; management and human Resources communications; papers presented; and academic and research innovations or achievements. Please submit items for publication via e-mail to bluenews@creighton.edu or fax to ext. 2549.

The Creighton University Bulletin is published four to five times annually and is edited by the Registrar's Office. Its purpose is to give the usual catalog information concerning the various Colleges and Schools of the University and their academic offerings.

The General Information Bulletin is published annually by the Admissions and Registrar's Offices to acquaint prospective students with Creighton.

The Creightonian, the University's weekly student-edited newspaper, serves as an important medium for the university community while at the same time affording students an opportunity for practical journalism experience. A member of the Department of Journalism and Mass Communication faculty serves as adviser to the student staff.

The Creighton Law Review publishes quarterly. In accord with law review tradition, this student-edited publication affords additional opportunity for intensive legal research. While publishing the work of mature scholars as the lead articles of each edition, the Review is primarily devoted to the presentation of material produced solely by students of the Creighton University School of Law.

The Creighton Lawyer is a magazine with law-related stories, law school news, and alumni information published by the School of Law for alumni, students, faculty, and friends.

CU This Month is published each month by the Student Activities Office. This calendar represents activities sponsored for students, faculty and staff.

CU Student Planner, published by the Student Activities Office, is a personal calendar that includes Creighton's academic dates and traditional events. Each fall the Daily Planner may be purchased from the Student Center Information desk or the Creighton Book Store.

The Honor Roll of Donors is published annually as a report to the University's thousands of financial donors.

Parent is produced three times annually by the Public Relations Office for parents of Creighton students.

The President's Letter is published three times a year to provide campus information to a select group of people who have shown outstanding support and interest in the University.

Shadows literary magazine contains articles by students and alumni of all divisions of the University, and is edited by members of the student body.

The Student Handbook sets forth University services, rules and regulations pertaining to nonacademic areas of student life.

Student and Faculty Directory is compiled and distributed annually in the fall by the Creighton University Student Board of Governors. It contains the names, telephone numbers and addresses of the administrative personnel, the faculty, and students of the University. One copy of the Directory is available to all students with a valid I.D.

Student Organization Directory is the official directory for Creighton's registered student organizations. It is published in the fall of each year by the Student Activities Office.

Creighton University Magazine is a quarterly magazine produced by the Public Relations Office for alumni, parents and friends of Creighton University. The magazine supports the University's mission of education, while serving as a vital link between the University and its constituents.

EXTRACURRICULAR ACTIVITIES

It is the goal of Creighton University to develop an individual who not only has mastered the content of his or her academic courses, but who also has broad interests and who has developed skills in interpersonal relations. To aid in this process, the University promotes a wide range of student organizations and activities. Students are encouraged to take an active interest in the various academic, social, dramatic, literary, debating, student government and religious activities. The Student Activities Office in the Student Center can provide additional information.

Academic

Alpha Kappa Psi is a professional business fraternity that was founded on October 5, 1904 in the School of Commerce, Accounts and Finance at New York University. Today, it is among the 20 largest national college fraternities and has been a leader in providing maximum services and benefits to members at minimum cost. Delta Pi is a complete, well integrated, and capably administered chapter of this national business fraternity, standing for the highest ideals of conduct and achievement in university and professional life.

The Creighton Center for Service and Justice (CCSJ) is a department of University Ministry founded to promote the Jesuit and Creighton mission of integrating faith, service and justice. The Center creates partnerships with community and church agencies in Omaha and around the country to promote awareness of social issues and engagement in community service. The staff is dedicated to involving students in service and action on behalf of justice as an integral part of their educational and communal experience at Creighton University. Students are encouraged to reflect on their experiences, make choices and take risks grounded in their faith and Catholic Social Teaching. The Center for Service and Justice is located in room 201 of the Kiewit Fitness Center.

The Creighton Marketing Association (CMA) is a collegiate chapter of the American Marketing Association (AMA), an international organization founded in 1937. AMA membership consists of marketing practitioners, educators, and students, all striving to advance the discipline of marketing and enhance their personal development in the field. The objectives of AMA include probing and promoting the use of marketing concepts by business, nonprofit, and other institutions for the betterment of society and stimulation of ethical marketing principles so that marketing knowledge and practice are used toward legitimate ends. CMA sponsors programs and lectures conducted by marketing professionals to promote career awareness and professional development. Numerous opportunities are available in CMA for personal growth through participation and leadership. CMA membership is open to all Creighton students interested in marketing and related areas, including advertising and communications.

The Creighton University Chapter of Financial Management Association was chartered in February 1985 and has become one of the top student chapters in the nation. Membership is open to any student interested in financial management. The purpose of the chapter is to provide professional growth and development opportunities for the members. Affiliation with the national organization provides numerous benefits to the student members including a subscription to *Financial Management*, attendance at national meetings, and a college chapter newsletter. Activities at the local level include interaction with members of the Omaha business community and field trips to regional financial institutions.

The Creighton University Student Affiliate Chapter of the American Chemical Society (ACS) (the Chemistry Club) is composed of students interested in chemistry. The club's members work with the faculty in presenting chemistry demonstrations in area schools, assist in Chemistry Field Day, and participate in the activities of the Omaha Section of the ACS. Student Affiliates are eligible for numerous benefits from the

ACS, including reduced subscription prices for journals and reduced registration fees at regional and national meetings. Membership is open to any students who are interested in chemistry.

The Student Education Association of Nebraska (SEAN) is an affiliate of the Nebraska State Education Association and the National Education Association. It is a campus organization for students preparing to teach who want to belong to, and benefit from, a professional organization of teachers. Student members receive many of the benefits offered to active members, including liability insurance, and have representation at all levels of the NSEA and NEA governance structures. Students also have the opportunity to interact with, and receive encouragement and support from teachers.

The International Relations Club is an organization of students who meet to discuss current international affairs and serve as delegates to Model United Nations and foreign policy conferences throughout the country and, sometimes, internationally. IRC sponsors University lectures, hosts national and foreign diplomats, scholars, journalists, and persons practicing in the fields of international law and international business. It also supports and promulgates information about the activities of the United Nations Association of the United States (UNA, USA).

The International Student Association (ISA) offers a unique opportunity to persons interested in meeting new friends, sharing and learning about customs, language, values, native dress, and, in general, having fun with students from all areas of the world. Events and activities revolve around bi-monthly meetings and social get-togethers; times to meet others, talk, and form friendships. Enthusiastic leadership plans events such as the Annual International Night Banquet and International Coffee Hours. Membership is open to students of all nationalities.

The Creighton University Chapter of the Society of Physics Students is one of approximately 400 collegiate chapters affiliated with the American Institute of Physics. Membership is open to all students having an interest in physics. Chapter activities encourage and assist students in developing the knowledge, enthusiasm, and social responsibility essential to the advancement of physics. They also provide an opportunity to develop a closer relationship between students and faculty. Local, regional, and national meetings enable members to discuss their mutual problems, exchange ideas, and present papers on their research projects. Creighton's Chapter is operated entirely by elected student officers with a faculty member of the Department of Physics serving as moderator.

Public Relations Student Society of America (PRSSA): A subsidiary of the Public Relations Society of America, PRSSA is open to public relations majors and other students who have taken at least one course in public relations. Members meet with public relations professionals in the Nebraska-Western Iowa area, attend Public Relations Society of America luncheons, participate in special events and conduct a community relations program of their choice. The organization is an avenue toward a career in public relations.

CAMPUS RECREATION

The Creighton Kiewit Physical Fitness Center is located at the heart of the campus and features a pedestrian walk-through with indoor access from four Creighton residence halls.

The main activity area comprises five separate multi-use courts designed for basketball, tennis, volleyball, badminton. This area can be reserved for most special events, space permitting. A track around the periphery permits jogging while the five main courts are in use. All can be viewed from the mezzanine level of the center.

The Fitness Center includes an approximately 25-meter swimming pool with additional shallow area for instruction and a diving "L" with a one-meter diving board. A sundeck adjacent to the pool is available, weather permitting. Men's and women's saunas complement the locker and shower areas, and a whirlpool is located in the pool area.

The Fitness Center also has a 4,000 square foot multipurpose room with wood flooring, four racquetball courts, table tennis, and a newly renovated weight-training and fitness forum. The Fitness Center offers many aerobics classes and fitness clinics for students and members.

All students are actively encouraged to participate in the myriad of opportunities provided by the facility.

The Creighton Sports Complex, and artificial turf are located on the east side of campus, accommodates three intramural football fields, two soccer, and numerous other intramural activities. It is also the home field for the Creighton Varsity Baseball and Softball teams.

Creighton's Intramural Sports Program provides leadership in planning and promoting activities of competitive and recreational nature for men, women, and coed groups of students, faculty, staff, and respective spouses. Included are sports activities for teams such as softball, basketball, flag football, volleyball, soccer, floor hockey, and individual/dual such as tennis, racquetball and the Jebbie Jog. Student input is welcomed, and the intramural staff encourages those interested, to become involved with the organization, supervision and officiating of the intramural program.

There are also several Sport Clubs that provide multiple opportunities for instruction, improvement and/or competition in non-varsity activities such as fencing, footbag, judo and jujitsu, karate, kendo, lacrosse, rowing, sailing, strength and fitness, tae kwon do and volleyball.

CULTURAL

The Creighton University Art Gallery, located on the main floor of the Lied Education Center for the Arts, has a year-long schedule of student, faculty and national art exhibits with public gallery openings for each exhibition. Students are particularly welcome at the openings as well as during regular hours.

The Creighton University Chamber Choir is a small, mixed vocal ensemble that performs both on and off campus. The group's repertoire includes all styles of music from all historical periods. Membership is determined through auditions held at the beginning of each semester. Contact the Fine and Performing Arts Department: the Director of the Chamber Choir.

The Creighton University Chorus enjoys singing a diverse repertoire of music. There are no auditions, and membership is permitted for both credit and noncredit enrollment. The choir presents a performance on campus each semester as well as offering music at various off-campus sites.

Music Recitals are presented each semester and feature solo and ensemble performances. An annual honors concert is presented near the close of each academic year and features some of the University's finest student performers. All recitals are open to the public.

The Pep Band provides music for home basketball games. Membership is on a non-credit basis.

The Wind Ensemble offers students the opportunity to study the finest concert music for winds and percussion and present it to the public through performance.

Orchestra and Jazz Ensemble participation are available to interested musicians. Please contact the Fine and Performing Arts Department, Coordinator of Music, for more information.

A Company of Dancers from Creighton University. The Company is selected by open audition and the repertoire consists of both classical ballet and modern dance. Guest choreographers create one or two works annually. The company has received special grants from the Nebraska Arts Council, the Whitmore Charitable Trust, and private donors in recognition of the quality of its productions. Students, friends, and patrons are invited to performances. Call (402) 280-3047 for dates and information. In addition, works choreographed by student choreographers are show-cased in the annual student dance concerts. Workshops and open classes conducted by visiting professionals are open to the general public.

The Creighton Oratorical Association (Jaytalkers) was organized in 1884. One of the oldest organizations at Creighton, its members are trained in both Lincoln-Douglas and Parliamentary debate, oratory, limited preparation speaking, and oral interpretation of literature. The Society's members travel nationally and internationally, and compete on a circuit of speech and debate tournaments which includes attendance at several National Tournaments and the World Universities Debating Championships. The Creighton Oratorical Society is associated with the Missouri Valley Forensic League, the Mid-America Forensic League, the Nebraska Intercollegiate Forensic Association, the American Forensic Association, the National Forensic Association, and the National Parliamentary Debate Association.

Creighton University Theatre provides a season of several full-length and short plays each year in support of various courses in acting, directing, and technical areas of the theatre. All Creighton students are eligible to participate as actors or production staff. In addition, there are lectures and workshops concentrating on various aspects of theatre as well as frequent guest artists. Announcements of theatre activities are carried in the campus and local newspapers.

Creighton's new *Javanese Gamelan Ensemble* is open to all members of the community for non-credit participation. Performances for this year include venues inside and outside the Lied Center for the Arts, as well as performances for the Nebraska Music Educators Conference and the community associated with the University of South Dakota at Vermillion.

Student Town and Gown Gospel Choir is a non-auditioned ensemble open to all members of the community interested in developing their skills in this medium filled with personal testimony and rich traditions.

Radio facilities at Creighton consist of the Pellegrin Studios, dedicated in 1990 to the memory of alumnus broadcaster Frank Pellegrin. Two fully equipped audio production studios, an interview booth, and field recording equipment are provided for students to produce news, sports and other public affairs programming. Student productions are aired with RealAudio software on the Creighton Web Radio at <http://www.cuwebradio.creighton.edu>.

Television opportunities have been offered to Creighton students since 1946, when commercial television was just getting under way in this region. Recognizing early the many communicative dimensions of television, Creighton has continued to be a leader in exploring new aspects of the medium. Through its membership in the Consortium of Associated Schools and Educational Resources, the University has access to the cable television in Omaha.

State of the art television facilities are used for teaching, production and research in the undergraduate division. Through internships and part-time employment, students

gain valuable experience in Media Services Video Production facilities and with commercial stations and cable systems in the community.

MULTI-CULTURAL ORGANIZATIONS

African Student Association, Asian Student Association, Black Greeks United, Black Law Student Association, Chinese Student Association, CU African-American Student Association, Latino Law Student Association, CU Latino Student Association, Hui O Hawaii, Indian Cultural Society, International Students Association, Korean Students Association, Muslim Student Association, Native American Student Association, Singapore Students' Association.

RELIGIOUS

As a Catholic University in the Jesuit tradition, Creighton's mission is to provide a value-centered education and an environment for accomplishing this. Two visible signs of this dedication are the chaplains of St. John's Church and University Ministry who minister to the students, faculty, and staff.

The University Ministry staff consists of Jesuit priests, laywomen and men, and a Lutheran minister. The chaplains are assisted by many lay faculty, other Jesuits, and the priests and scholastics of Campion House as well as Campus Ministry student advisors.

In cooperation with students and faculty, University Ministry staff initiates social action and peace and justice programs. The chaplains also help enrich the quality of education at Creighton University by working with various faculty groups to deepen and improve the effectiveness of their mutual commitment to Christian education.

In the Jesuit tradition, the University Ministry staff provides students with opportunities for reflection, worship, and community service. Specifically offered are liturgies, faith formation, retreats, marriage preparation, interfaith and Lutheran services, community service in the Omaha area, a program of service nationally and in Latin America.

The chaplains are present in each of Creighton's eight schools and a number of them live in the residence halls in order to promote the goals of the University: "to support and encourage reflectiveness, contemplation, objectivity, and creativeness; physical, emotional, and spiritual well being."

STUDENT GOVERNMENT

All full-time students registering in the undergraduate colleges and in the professional schools become voting members of The Creighton Student Union. The affairs of this corporation are managed by The Student Board of Governors made up of members elected from the schools and colleges of the University. This group of student leaders controls the use of the Student Activity Fund, plans the major social events of the year, and operates through standing committees to further the best interests of the University and of her students.

FRATERNITIES AND SORORITIES

At Creighton we feel that the Greek experience enlarges the college experience. Since the Greek community is self-governing, many opportunities exist for members to gain leadership experience. Most chapters have eight to ten officers as well as a variety of committee heads. The Greek community assists students in becoming involved on campus. This involvement includes campus service projects, philanthropic events, membership in other student organizations, and leadership training experiences. The Greek system provides an experience that will assist individuals in making the transition from high school to college. To help with academic transition, most chapters play an important role in assuring academic success of their new members. Many

chapters set minimum grade-point averages that must be attained before the prospective member is admitted into the organization. Fraternity and Sorority study halls encourage strong study habits. The Greek system was specifically established to foster the development of friendship and support needed for academic and personal success. Chapters offer the opportunity to associate with individuals of diverse backgrounds, goals, ideals and interests. Most of the values and benefits of involvement in the Greek community are not even realized until after graduation.

HONOR SOCIETIES AND FRATERNITIES

Alpha Sigma Nu is the national honor society of Jesuit institutions of higher education in the United States. The society was founded in 1915 at Marquette University to honor a select number of students each year on the basis of scholarship, loyalty and service. Alpha Sigma Nu merged with Gamma Pi Epsilon in 1973 and now has active chapters on all 30 campuses and theologates and at Sogang University in Seoul, South Korea. The Creighton alumni chapter's living members number over 2,000 persons.

Alpha Sigma Nu is unique among honor societies in that it seeks to identify the most promising students in Jesuit schools, students who demonstrate an intelligent appreciation of and commitment to the ideals of Jesuit higher education-intellectual, social, moral and religious. Outstanding undergraduates in their junior and senior years and professional and graduate students are eligible. Membership is highly selective and is awarded on the recommendations of the deans, the faculty, the administration, the local chapter, and with the approval of the university president. At graduation members of the student chapter automatically transfer into membership in the alumni chapter. Selection to Alpha Sigma Nu is one of the highest honors that can be given on a Jesuit campus.

Alpha Kappa Delta, international sociology honor society, was founded in 1920 at the University of Southern California. The organization is dedicated to the promotion of human welfare through the scientific study of social behavior and institutions. Delta Chapter at Creighton was established in 1986. Membership is open to students who major or demonstrate a serious interest in sociology, achieve junior status, and complete at least four courses in sociology. Candidates must have a cumulative grade-point average of 3.0 in sociology and overall.

Beta Alpha Psi is a national honorary accounting fraternity that fosters the professional development of its members. The fraternity recognizes that the best professional is not just the individual who has achieved academic excellence, but one who fulfills his or her obligation to serve his or her community and develop his or her full potential. Membership in the Alpha Nu chapter is available to both men and women from the junior and senior classes whose principal area of interest is accounting and whose academic record in both accounting and nonaccounting courses is superior. Alpha Nu has been recognized by the national fraternity as a superior chapter, indicating the dedication of its members in achieving their goals of service and professional development.

Beta Gamma Sigma is a national organization founded in 1913 to encourage and reward scholarship and accomplishment among students of business and administration, to promote the advancement of education in the art and science of business, and to foster integrity in the conduct of business operations. The Creighton University Chapter was installed in March 1963. Student members are selected from among those of high scholarship and good moral character who are enrolled in subject matter areas within the purview of The International Association for Management Education accreditation. The society limits its student membership to Master's degree candidates who rank in the upper fifth of their class and to undergraduates who rank in the upper tenth of their graduating class in their senior year. To obtain continuity of its student membership, the chapter may induct juniors who are in the highest seven percent of

their class in the last term or semester of their junior year. Induction to Beta Gamma Sigma is by election; it is not automatic. It is one of the highest scholastic honors awarded to students of business and administration.

Delta Sigma Rho-Tau Kappa Alpha is one of the two national forensic honor societies. Delta Sigma Rho was organized in 1900. Tau Kappa Alpha was organized in 1908. The Creighton University chapter of Delta Sigma Rho was chartered in 1934. When DSR-TKA merged in 1963, Creighton continued its membership. Membership in the society is open to students who have completed two years of inter-collegiate forensics. A senior may be accepted with only one year of inter-collegiate experience.

Eta Sigma Phi is the national honor society for students of Latin and Greek. The national society was founded in 1924, and Creighton's Epsilon Nu chapter was chartered in 1981. To be eligible for membership, students must have completed two or more semesters of Greek or Latin with a "B" average. The society recognizes students who have achieved a high level of excellence in classical languages, fosters the study of the ancient classics, enhances the appreciation of Greek and Roman culture, and promotes good will and friendship among classical students. Members are eligible to take part in national Greek and Latin contests each year and to compete for fellowships for summer study in Greece or Italy. They also receive copies of the society publication, the Nuntius.

The Financial Management Association National Honor Society is the only national organization recognizing scholastic achievement in the field of finance. Creighton University's chapter was organized in 1985 and inducts new members each semester. Outstanding academic achievement and active participation in the Creighton University Chapter of Financial Management Association are the criteria used for selection of members for the National Honor Society.

Kappa Delta Pi is an international education honor society for students who have a cumulative grade point average of at least 3.0. The purpose of this organization is to prepare leaders who will serve in educational positions and who will, in these positions, provide benefits to both local and global communities. The Creighton chapter, Upsilon Iota, actively promotes and participates in community and national activities related to classroom involvement, promotion of reading, and global understanding.

Omicron Delta Epsilon, Honor Society in economics, was formed on January 1, 1963, by a merger of two national honor societies, Omicron Delta Gamma (Order of Artus) and Omicron Chi Epsilon. The objectives of Omicron Delta Epsilon and its Creighton Chapter (Alpha of Nebraska) are to recognize high scholastic achievement in the field of economics and to stimulate student interest in economics. Undergraduate candidates for election to Omicron Delta Epsilon must have an overall scholastic average of 3.2 or better and at least twelve hours of economics including ECO 303 or ECO 305 with an average of 3.2 or above in economics.

Omicron Delta Kappa, the National Leadership Honor Society, was founded in 1914 at Washington and Lee University in Lexington, Virginia. The Creighton Chapter was officially approved in 1988 and joins over 200 established chapters in colleges and universities across the country. ODK was founded to recognize and encourage superior leadership and scholarship. Creighton's chapter sponsors a variety of programs each year designed to meet those goals. Membership is a mark of highest distinction and honor and is open to qualifying undergraduate juniors and seniors, graduate and professional students.

Phi Alpha Theta is the International Honor Society in history. Founded at the University of Arkansas in 1921, it has chapters in every major university in the nation. The Theta Eta Chapter was founded at Creighton in May 1961. Membership is open to all

students who have a minimum Q.P.A. of 3.0 and at least 3.1 average in 12 semester hours of history courses above the 100 level.

Phi Beta Delta is the only national honor society dedicated to recognizing scholarly achievement in international education. The national society was founded at California State University in 1986, and was established as a national organization in 1987. Creighton University's Alpha Chi chapter was chartered in 1990. To be eligible for membership, students must have: 1) participated in an approved study abroad program or be an international student, 2) achieved a cumulative QPA of 3.0 for juniors and seniors or a 3.5 for graduate and professional students, and 3) been involved in activities which promote international understanding on campus and/or in the community. Eligible faculty, staff, and students must be nominated by a current Alpha Chi member. Interested persons should contact the Office of International Programs.

Phi Sigma Tau is the international honor society in philosophy and is a member of the Association of National Honor Societies. The Creighton chapter, Nebraska Beta, was chartered in October of 1971. Membership is open to students, faculty, and alumni. Students must fulfill the following requirements: completion of at least two semesters of college, rank in the upper 35% of their class, and completion of at least two courses in philosophy with an average grade of B⁺. The purpose of the society is to reward students who have achieved academic excellence, to provide opportunities for student-directed philosophical discussions, and to promote the study of philosophy in general. Members receive subscriptions to the undergraduate philosophy journal *Dialogue* and the Phi Sigma Tau newsletter.

Pi Mu Epsilon, national mathematics honor society, was founded in 1914 in New York State. The purpose of the organization is the promotion of scholarly activity in mathematics among students by electing members on an honorary basis according to their proficiency in mathematics and by engaging in activities designed to promote the mathematical and scholarly development of its members. The Creighton Chapter, called Nebraska Beta, was installed in April 1973. Membership is open to undergraduate students who have completed at least two years of college mathematics, including calculus, with a B average and who are in the top one-third of their college class. Sophomores, majoring in mathematics, who have completed three semesters of college mathematics, including at least one semester of calculus, with a straight A record and who are in the top quarter of their college class are also eligible.

Pi Sigma Alpha, the national political science honor society, was founded in 1920 at the University of Texas. The Theta Alpha Chapter at Creighton was established in 1977. Membership is offered to students who have completed at least nine semester hours of political science, including at least one advanced course. Candidates must have a "B⁺" average in political science courses and must rank in the upper third of their class.

Psi Chi is the national honor society in psychology. The organization was initiated in 1929 at the ninth International Congress of Psychology with the first charter going to the University of Kansas. Today there are over 700 chartered chapters with 200,000 national members. The Creighton campus charter was granted in April 1979. Membership is open to all students who have completed eight hours of psychology, have an interest in the field, and rank within the upper 35 percent of the class in general scholarship. The purpose of the society is "to advance the science of psychology and to encourage, stimulate, and maintain scholarship of the individual members in all fields."

Sigma Pi Sigma is the national honor society in physics. The national society was founded in 1921. Today there are over 300 chartered chapters throughout the United States. Creighton University's chapter was chartered in 1982. Membership is open to all students with an interest in physics who have completed at least three semesters of

full-time college work, including twelve hours of upper-division physics courses applicable to the major. Undergraduate students must have a minimum Q.P.A. of 3.25 in all college work and a 3.25 in upper-division physics at the time of initiation. Graduate students must have satisfactorily completed at least 15 semester hours of graduate work in physics and be approved for membership by the Graduate Physics Faculty on the basis of the quality of their graduate work. The society serves as a means of awarding distinction to students of high scholarship and promise of achievement in physics. It promotes student interest in research and advanced study in physics, it encourages a professional spirit and friendship among its members, and it seeks to promote interest in physics on the college campus.

Sigma Theta Tau is the international honor society in nursing. The national society was founded in 1922. Creighton's Iota Tau Chapter, one of 301 chapters, was chartered in 1984. The Society exists to recognize superior achievements in nursing, encourage leadership development, foster high nursing standards, stimulate creative work, and strengthen commitment to the ideals of the profession. Membership is open to nursing students enrolled in NLN accredited baccalaureate and masters nursing programs. Students who have completed at least one-half of the nursing component of the baccalaureate curriculum or a minimum of one-fourth of the required graduate curriculum and have demonstrated marked achievement in nursing shall be eligible for membership. Undergraduate students shall have a grade-point average of not less than 3.0 on a 4.0 scale, and graduate students must achieve a grade-point average of 3.5 or higher on a 4.0 scale. The number of students from any one class shall not exceed one-third of the total number expected to graduate from that class and shall not rank lower than the highest 35 percent of their class in scholarship. A community nurse with a minimum of a baccalaureate degree who has demonstrated marked achievement in nursing education, practice, research or publication also shall be eligible for membership.

Theta Alpha Kappa, a national honor society in theology, was founded in 1975-76 and formally instituted by the College Theology Society in 1976. Its purposes are to further the study of religion and theology at the graduate and undergraduate levels; to encourage excellence in research, learning, teaching, and publication; to foster the exchange of ideas among scholars; to sponsor activities and mechanisms for the better realization of these purposes. Creighton's local chapter, Alpha Gamma Mu, was established in 1996. Membership in the local chapter requires completion of a minimum of 15 credits in theology, a minimum GPA in theology of 3.5, a cumulative GPA of not less than 3.0, and approval of the theology faculty.

There are, in addition to the foregoing, other honorary societies which are associated with the University's Professional and Graduate Schools.

RECOGNITION OF SCHOLARSHIP AND LEADERSHIP

Honors and Prizes

Membership in Alpha Mu Gamma, national collegiate foreign language honor society, for scholastic achievement.

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

Membership in Beta Alpha Psi, national honorary accounting fraternity, for excellence in scholarship.

Membership in Beta Gamma Sigma, national honor society for men and women in business administration. Members are elected from senior undergraduates who rank in the upper ten percent of their class, junior undergraduates who rank in the upper seven percent of their class, and Master's students who rank in the upper twenty percent of

their class, on the basis of scholastic average for the entire business administration program.

The Merna L. and Robert F. Allen Prize in Economics, an award of up to \$1,000 presented by the Department of Economics and Finance to an economics major judged to have written an outstanding paper in Political Economy or Applied Economics.

The Reverend Raymond J. Bishop, S.J., Award given annually to the student enrolled in a program in the Department of Education who best reflects Father Bishop's qualities of warmth, caring, dedication to teaching, and also reflects the student's desire to see his or her peers do their best.

The American Institute of Chemists (AIC) Award is presented annually by the AIC to the outstanding graduating chemistry major. Choice is made on the basis of scholastic achievement and commitment to the profession of chemistry.

The American Marketing Association, Marketing Student of the Year Award, given annually by the Greater Omaha American Marketing Association to a student showing great promise in the field of marketing.

The Analytical Chemistry Award is given annually to the outstanding student in the analytical chemistry course sequence.

The Beta Alpha Psi Regional and National Scholars Certificate, presented annually by the National Council of Beta Alpha Psi to fraternity members who presented papers at regional or national meetings and who entered the National Manuscript Contest.

The Beta Alpha Psi Meritorious Service Certificate, presented annually by the National Council of Beta Alpha Psi to graduating senior accounting majors who have demonstrated outstanding leadership and service to their college and fraternity.

The Beta Alpha Psi Scholarship Certificate, presented annually by the National Council of Beta Alpha Psi to the graduating senior accounting majors who are members of Beta Alpha Psi with the highest scholastic average in the College of Business Administration.

The CRC Freshman Chemistry Award is given annually to the outstanding student in the general chemistry program.

The Christian Leadership Award presented by Campus Ministry for outstanding Christian leadership and service to Creighton University and to the Omaha community.

Creighton College of Arts and Sciences Senior Award for excellence in scholarship and outstanding contribution to the College and its mission of education and service to life.

Membership in the Creighton Honors Program. Upon successful completion of the Program, students are awarded a plaque at the Senior Awards Ceremony; and the following special awards are also presented in recognition of exceptional performance and service: Dean's Award, Director's Award, Virginia Shaddy Senior Research Award.

The Coopers and Lybrand Scholarship awarded annually to outstanding students in the College of Business Administration who will be in their senior year.

Membership in Eta Sigma Phi, Latin and Greek Honor Society, for scholastic achievement.

The Financial Executive Institute Student of the Year Award, a gold medallion, annual award to an outstanding finance major who demonstrates the potential for success as a financial executive.

The Eugene F. Gallagher, S.J. Annual Award, to the student with the top grade-point average in Teacher Education.

The Thomas A. Grennan Award is presented annually by the Department of History to outstanding students in core-level courses in African, Asian, Latin American, and Middle Eastern history.

The Jefferson-Mullen Essay Prize. Through the generosity of the late Arthur F. Mullen, Sr., of Omaha, an annual award is given in recognition of the best essay submitted on the life or works of Thomas Jefferson. Students from any division of the University are eligible for the competition. For details, contact the Department of History.

The Fr. Alfred Kaufmann Prize, an award presented by the Department of History to the student judged to have written an outstanding paper in European History.

The Francis M. Kraft Awards are presented annually by the Department of Fine and Performing Arts in recognition of outstanding accomplishments in the arts by graduating seniors.

The Eileen B. Lieben Award, an annual award of up to \$400 and a plaque is given by the Department of History to an outstanding female history major or co-major.

Membership in Omicron Delta Epsilon, honorary economics fraternity, for scholastic achievement in economics.

The Nebraska Society of Certified Public Accountants, annual scholarships are given to senior accounting majors who have evidenced an interest in public accounting, and who have maintained high class averages.

The KPMG Peat Marwick Endowed Scholarship, an annual award to senior accounting majors who have evidenced an interest in public accounting and who have maintained a high class average.

The POLYED Award in Organic Chemistry, sponsored by the Polymer Education Committee of the American Chemical Society, is given annually to the outstanding chemistry major in the organic chemistry course.

The Joseph Robbie Prizes, given by the Department of History through the generosity of the late Joseph Robbie to the Department. Annual awards given to the outstanding first year student in each section of the required introductory history course and inscription of the awardees' names on the Joseph Robbie Plaque.

The Allan M. Schleich Award, given annually to a student of history, who, in addition to academic excellence, best reflects the exemplary qualities of the late Dr. Allan M. Schleich, Chairman, Department of History, 1963-81. The award includes a stipend, usually not less than \$400, a plaque, and the permanent inclusion of the recipient's name on the Schleich Plaque in the Allan M. Schleich Room.

The Father Marion Sitzmann, O.S.B. and the Boniface McGuire Award in Speech and Debate, awarded annually to speech and debate students who excel in performance at tournaments. Approximately eight awards of \$500 are given annually by the Dean of the College of Arts and Sciences at the spring banquet honoring the recipients.

The Richard Spillane, S.J., Award, for Service in Civic Life, is presented to the graduating political science student, who, through excellence in scholarship, personal modesty, and service in community affairs, best reflects the principles of reason, humility, and service that Fr. Spillane exemplified in his lifetime.

The Spirit of Creighton Award is a citation conferred on a male and a female student by the President of the University annually at Commencement for demonstrating re-

markable initiative and able enterprise, wisdom in action, modesty in achievement, and great personal sacrifice for the good of others.

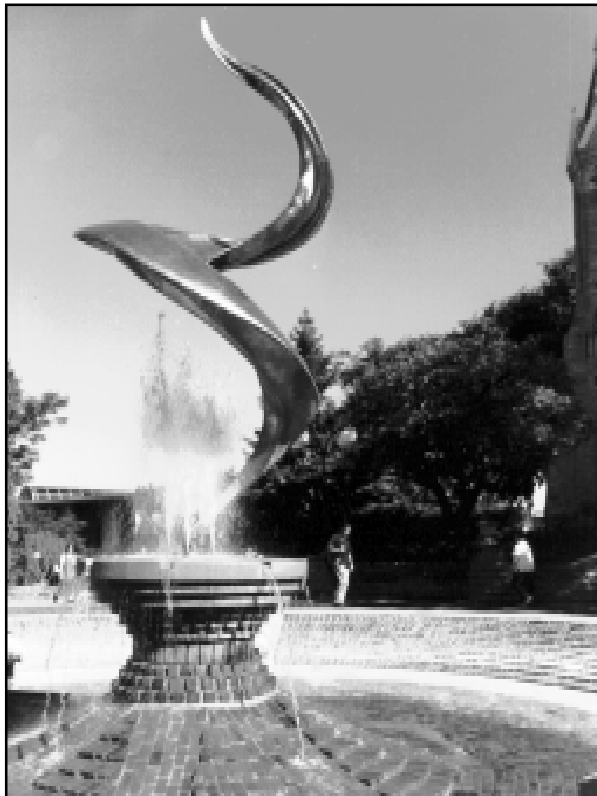
The Wall Street Journal Student Achievement Award, a silver medal and a year's subscription to *The Wall Street Journal*, annual award to a graduating senior economics or finance major with a high scholastic average.

THE ALUMNI ASSOCIATION

The Creighton University Alumni Association was formed in 1892 to provide an organization through which alumni could continue the friendships and associations developed during their student days on campus. 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 administration of alumni activities is handled by the Alumni Relations Office under supervision of the Director of Alumni Relations, as advised by the National Alumni Board. Among the activities sponsored by the Alumni Relations Office are the annual President's Alumni Picnic, Reunion Weekend, the Thanksgiving Day Mass and Breakfast, alumni club events, and reunions for the various Schools and Colleges. University representatives frequently attend alumni club get-togethers to which alumni, parents of students, and friends of Creighton University are invited.

Through its alumni clubs, the Creighton Alumni Association has grown over the years to include over 50,000 alumni, parents, and friends.



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.

FRESHMAN APPLICANTS

1. In person or by letter, request official application forms from the Director of Admissions of the University, or access the application electronically at <http://www.creighton.edu>.
2. Application may be made any time after completion of the junior year in high school, but not later than one month prior to the opening of a term, although the earlier the better. The University reserves the right to return applications for admission prior to the deadline if space for additional students is not available.
3. A \$30 fee is required for filing an application. This fee is not refundable.
4. An official high school transcript should be sent directly to the Director of Admissions. A Creighton recommendation form must also be completed by your high-school guidance counselor. Upon submission, these credentials become the property of Creighton University and will not be returned.
5. Admission into one of Creighton's undergraduate colleges is a highly individualized process that utilizes national standardized test scores in addition to a comprehensive review of high-school performance and recommendations.

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

The ACT or SAT Assessment is used for admission, scholarship, placement, counseling, and for statistical purposes.

When all your credentials required through the admissions application have been received, they will be reviewed by the Committee on Admissions. As soon as action has been taken, you will be informed of the decision in writing. All information pertinent to residence hall facilities, registration procedures, and other requirements are sent following letters of acceptance.

ADMISSION REQUIREMENTS

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

1. As a freshman on the basis of:
 - A. Certificate of graduation from an accredited high school including: (a) Record of subjects and grades indicating academic potential for college success; (b) Personal recommendation from high-school counselor.
 - B. Satisfactory ACT or SAT scores.
 - C. Completed application for admission.

2. As a transfer student on the basis of a transcript of a satisfactory record from a regionally accredited college or university. See regulations under Admission of Transfer Students on page 40. (ACT or SAT scores are ordinarily not required of transfer students who have completed one year of college.)

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

SUBJECT REQUIREMENTS

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

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

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

High-School Subject Pattern

Highly Recommended

Subject	Units*
English	4
Algebra	1
Other Mathematics	2
Foreign Language	2
Natural Science	2
Social Science	
American Government	1
American History	1
Electives	<u>3</u>
	16

*A unit represents a year's study in any subject in a secondary school, covering an academic year of at least 36 weeks, five periods per week, each period being at least 45 minutes. Two hours of shop or laboratory work are equivalent to one hour of prepared classroom work.

REQUIREMENTS FOR ADMISSION TO THE SCHOOL OF NURSING

High-school graduates who are first-time freshmen wishing to pursue the traditional program of study leading to the degree of Bachelor of Science in Nursing apply to the Admissions Office of the University. Transfer students interested in Nursing apply to the School of Nursing.

Graduates of diploma or associate degree programs in nursing or students already holding a bachelor's degree in another field refer to the admission requirements on page 127. Additional information may be obtained from the office of the Dean, School of Nursing.

ACT/SAT ASSESSMENT PROGRAMS

Students planning to enter Creighton University as freshmen are required to take the ACT Assessment provided by the American College Testing Program (ACT) or the SAT Assessment provided by the College Board.

The ACT Assessment, designed for college-bound students, consists of a Student Profile Section, an Interest Inventory, and four academic tests covering the subject

areas of English, mathematics, reading, and science reasoning. The tests assess general educational development and the ability to perform college-level work. Results of the ACT Assessment are used at Creighton for course placement, advising and counseling, scholarship awards, and admissions and research purposes.

The ACT Assessment is administered annually on up to five national testing dates at test centers throughout the country and overseas. Students planning to enter Creighton University should arrange to take the ACT Assessment at the earliest test date possible during their Senior year in high school and direct that their ACT score report be sent to Creighton. The SAT Assessment is administered annually on up to six national test dates.

Following is the schedule of the regular Saturday test dates for the ACT:
1999-2000 — September 25, October 23, December 11, February 12,
April 1, June 10

Following is the schedule of test dates for the SAT I and II:
1999-2000 — October 9, November 6, December 4, January 22, April 8,
May 6, June 3

High-school students may obtain full information from their counselor about the ACT or SAT Assessment, the location of test centers, and how to register for either test.

ADVANCED PLACEMENT

English Advanced Placement By Examination

Students who receive a score of 5 on the CEEB Advanced Placement English Language and Composition Examination will receive three semester hours credit in composition and fulfill the writing skills course (ENG 150) requirement in the Core Curriculum. Students who receive a score of 4 or 5 on the CEEB Advanced Placement English Literature and Composition Examination will receive six semester hours of elective English credit. This will not satisfy the literature requirement for the Core Curriculum.

Mathematics Advanced Placement by Examination

Advanced Placement students in Mathematics with scores of 3, 4, or 5 on a CEEB Advanced Placement mathematics examination will receive the number of semester hours credit appropriate to the examination successfully completed. Those who have passed the Calculus AB Exam receive four semester hours for having completed the equivalent of MTH 245. Those who have passed the Calculus BC Exam receive eight semester hours for having completed the equivalent of MTH 245 and 246. Students who have passed either of these exams will have fulfilled the mathematics requirement (MTH 201 or 245) in the Core Curriculum.

Modern Language Advanced Placement By Examination

Advanced Placement students in Modern or Classical Languages (French, German, Latin, and Spanish) with a score of 3 in a given language exam will receive three semester hours credit for having completed the equivalent of FRN 111, GER 111, LAT 101 or SPN 111 respectively. Those students in Modern or Classical Languages (French, German, Latin, and Spanish) with a score of 4 or 5 in a given language exam will receive six semester hours credit for having completed the equivalent of FRN 111 & 112, GER 111 & 112, LAT 101 & 102, or SPN 111 & 112 respectively.

Advanced Placement students in Modern or Classical Languages (French, German, Latin, and Spanish) with scores of 4 or 5 in a given literature exam will receive three semester hours of elective credit (FRN 000, GER 000, or SPN 000, respectively).

These students are still required to meet core competency requirements as set forth in the Program of Study section of the Student's school.

Other CEEB Advanced Placement and Credit

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

College Level Examination Program (CLEP)

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

Credit for Experience

The undergraduate colleges may award academic credit for knowledge acquired in a non-traditional manner in areas where Creighton offers instruction. Creighton degree students who believe they qualify for such credit may petition the appropriate academic department through the Dean's office detailing the experience in question and submitting appropriate supporting evidence. In evaluating the experience, departments may find it desirable to utilize standardized tests, department-prepared tests, portfolios, interviews, etc. The petition and departmental recommendation will be reviewed by the appropriate college committee and a recommendation made to the Dean, who makes the final decision as to the award of credit.

Students who petition for credit for experience that has not been supervised by a department must purchase a special examination/evaluation ticket (\$15.00). A fee of \$50.00 per credit hour is charged for each challenge examination in the clinical practicums in nursing. Examination/evaluation fee tickets must be purchased from the University Cashier in advance and presented to the department concerned. In addition to the examination fees, there is a recording fee of \$10.00 per credit hour awarded, which must be paid to the University Cashier before the credit will be recorded. (A total of \$50.00 is charged for taking and recording each credit hour of challenge examinations.)

ADMISSION OF TRANSFER STUDENTS

Students who are in good standing at another accredited college and entitled to honorable dismissal may be admitted to Creighton University without examination if they present evidence of satisfactory scholarship. An accredited college or university means one that has been fully accredited by a Regional Accrediting Association. Transcripts from nonaccredited schools will be judged on an individual basis.

The regular application form must be filed with the Director of Admissions. The applicant is responsible for having the appropriate official of each institution previously attended send an official academic transcript and testimony of honorable standing directly to the Director of Admissions, even if attendance was only during a summer session or for part of a term. These official transcripts are required even if the transcript of the institution most recently attended lists the record of the student at the

other institutions, and regardless of whether or not credit was received or advanced standing credit is desired. A secondary-school transcript must also be submitted.

To qualify for a Creighton degree, transfer students should plan to spend the last two years of college at Creighton and meet departmental requirements for completion of an academic major. Students must earn at least 48 hours in residence to qualify for a degree. More hours may be required depending upon the program of study and the way in which the transfer hours fulfill University requirements. The minimum number of hours in a student's major which must be taken at Creighton are: 15 in the College of Arts and Sciences; 15-18 in the College of Business Administration; 20 in the School of Nursing.

Conditions for Transfer of Credit

The University will evaluate all hours submitted by the transfer applicant and reserves the right to accept or deny any of the credits offered for transfer.

Credit hours earned with grades of C or better at an accredited institution of higher education prior to admission to Creighton University may be transferred at the discretion of the respective Dean. Transcripts will be evaluated by the Dean only after a transfer student has been officially accepted for admission. In some instances, the Dean may require that the transfer student complete successfully at least one semester at Creighton consisting of not less than twelve semester hours before the exact amount of credit to be transferred will be permanently determined. No transcripts will be evaluated for transfer credit in the period three weeks before the beginning of a semester owing to the large number of students who have demands on the Dean's time during that period.

Students must earn at least 48 hours in residence. Therefore, no more than eighty credit hours will be accepted in transfer. However, specific program requirements of each school and college must be fulfilled for graduation. Credit hours are transferred, but not quality points. The quality-point average of the transfer student will be determined only by work done at Creighton. Credit is normally not granted for correspondence or television courses.

International Baccalaureate

Creighton University recognizes the International Baccalaureate (IB) program and awards credit/placement for students who qualify for the IB diploma. Such credit/placement will be granted for courses taken at the higher level on an individual and course-by-course basis.

TRANSIENT STUDY

Creighton students who live outside the Omaha Metropolitan Area may be permitted to enroll in courses in other accredited institutions near their homes during the summer months. Prior approval of the Dean must be obtained for each course (application forms are available in the Dean's Office). Courses not so approved by the Dean in advance may not be accepted in transfer. Normally students will not be able to transfer more than a total of twelve hours of approved transient study during the entire degree program at Creighton. Core courses and/or courses in the major will normally not be authorized for transient study.

ADMISSION OF VETERANS

Courses in all schools and colleges of the University are approved for veterans' education and training. Veterans' Service is provided by the Registrar's Office. Veterans and others eligible for educational benefits administered by the Veterans Administration are given assistance to assure proper and advantageous use of their benefits and to simplify and expedite transactions with the government.

Students who have completed service in the Armed Forces of the United States may petition for credit for certain experiences of an educational nature. Creighton University will use the recommendations of the American Council on Education Commission on Educational Credit to evaluate such experiences. Petitions should be submitted to the Registrar, who will make recommendations to the appropriate Dean.

ADMISSION OF INTERNATIONAL STUDENTS

This school 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 applicants from non-English speaking backgrounds are required to take the Test of English as a Foreign Language (TOEFL) and have the scores sent to Creighton. 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 193 (523) at the undergraduate level and 213 (550) at the graduate level. Foreign students may enroll in Creighton University's Intensive English Language Institute (IELI) on a full- or part-time basis in order to better their English skills.

Once the candidate has been accepted into the University as a full-time student, an enrollment reservation deposit of \$150 is required. Also, an affidavit of support 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 carry the health and accident insurance plan offered on a group basis to Creighton students. The annual premium for 1999-00 will be approximately \$1040 for a single student. The insurance covers expenses arising from both accident and sickness, whether sustained at the University or elsewhere, during the entire policy term. The policy has few limitations, but these should be noted carefully. Creighton has set this requirement in line with the majority of other universities in the United States to relieve parents or students of the financial strain that normally accompanies unanticipated medical expenses. Illness or accidents requiring medical services and hospitalization can cost many thousands of dollars.

If a student is sponsored by any agency that provides its students with health and accident insurance, Creighton insurance may not be required. Evidence of this coverage must be submitted to Student Health in order to qualify for a Creighton insurance waiver.

Freshman international students are eligible for the Matteo Ricci Academic Scholarships (between \$1000—\$5000 a year, renewable for four years). Students who complete their applications by July 1st will be considered for these scholarships. No additional forms are required.

ADMISSION OF SPECIAL STUDENTS

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

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

INTRA-UNIVERSITY TRANSFER

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

LEAVE OF ABSENCE PROGRAM (LOAP)

Creighton's Leave of Absence Program is a planned interruption in a student's formal education. It is designed for full-time undergraduate students in good standing (cumulative QPA of 2.00 or above). In this program the student voluntarily steps out of college for a specified period of time for one or two semesters. A student who elects this program may do so to re-evaluate his/her educational goals, earn additional money for his/her educational expenses, travel, receive medical procedures that would debilitate him/her from completing a full academic semester, and/or gain other practical experiences not available on campus. The program is not intended for students who wish to temporarily attend another college or university.

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.

READMISSION OF FORMER STUDENTS

Students previously enrolled in the College of Arts and Sciences, College of Business Administration, or the School of Nursing who have been out of school for at least one full semester must make formal application for readmission to the school or college previously attended. Students must submit a new application form and send all official transcripts of any schools attended after leaving Creighton. The \$30 application fee is waived. A student involved in the Leave of Absence Program (LOAP) is exempt from this requirement unless the student failed to return as expected after the end of the specified period of leave, or unless the student enrolled elsewhere in the meantime.

Former full-time students who have continued on a part-time basis need not reapply if they wish to resume a full-time schedule.

ENROLLMENT RESERVATION DEPOSIT

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

An applicant accepted for admission is asked to make a \$250 enrollment reservation deposit by May 1 for the Fall Semester and December 15 for the Spring Semester. The enrollment reservation deposit is credited to the first semester's tuition. The deposit is not refundable unless the prospective student cancels his or her reservation in writing prior to the date specified on their enrollment reservation form.

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

SUMMER PREVIEW PROGRAM

The Summer Preview Program has been organized to give new students an opportunity during the summer to consult with administrators, faculty advisers, and student leaders about curricular regulations, course details, registration procedures, or any other questions the student might have. Several dates are specified during the summer, and students are invited to visit the campus at one of those times. Preregistration may be completed after students have discussed their goals and the options open to them with the faculty advisers.

REGISTRATION

Registration for continuing students is conducted in March-April for the Summer Sessions and the Fall Semester and in October-November for the Spring Semester. Registration is conducted through the web. Registration is conducted continuously until the end of the late registration period.

Students in Arts and Sciences, Business Administration, Nursing, Pharmacy and Allied Health Professions, University College and Graduate School receive a Schedule of Courses, Course Request Forms, and other related materials, including a specific appointment time for completing Registration. Each student completing Registration is mailed a hard copy of his/her specific course/class schedule for the next semester.

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

WELCOME WEEK

All new students are required to be on the campus a few days before classes begin for "Welcome Week" in August. New students move into their housing, consult with their advisers, learn about the University and its many services and opportunities, and become acquainted with the school, the faculty members, and the other members of their class. Approximately 120 upper-class students serve as leaders during Welcome Week and work with small groups of new students offering individual attention and special help. For the exact dates of registration and other events for both freshmen and upper-class students see the University calendar, pages 4-8.

Late Registration

All official admission records must be received and approved by the Committee on Admissions at least two weeks before registration.

Full-Time Students

Students who take 12 or more semester hours of credit during a semester are considered full-time students.

Part-Time Students

Students who carry less than 12 semester hours of credit are considered part-time students. Such students pay tuition according to the current semester-hour charge and all other fees to which they might be subject. Part-time students are required to follow the prescribed course of studies.

Auditing Courses

Students will be permitted to register as auditors only for exceptional reasons and with the explicit authorization of the Dean. Not all courses are open to auditors. Auditors are not held responsible for the work expected of regular students, are not admitted to examinations, and receive no grade or credit for the course. Regular attendance at class is expected, however, and auditors are subject the same as regular students to being dropped from the course for excessive absences (in this event auditors receive a W). Changes of registration from credit to audit or audit to credit will not be permitted after the deadline, four weeks after the first day of classes.

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 example, when a student registers for less than 12 semester hours, including the credit for the course(s) audited. For Summer Session courses, the 50% 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.

ADJUSTMENTS AND WITHDRAWALS AFTER REGISTRATION

Changes in Registration

Changes in registration are permitted until the end of the first week of classes.

Dropping Courses

Withdrawal from any course after the first week requires sufficient cause and may be made only with the approval of the 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 of the teacher(s) involved and the student's college or major adviser before the petition will be acted on by the Dean. Course withdrawals with a "W" may not be made later than the date posted each semester, which is approximately a week after midsemester grades are available. 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 his or her withdrawal.

Permission to withdraw from the University is granted by the Dean of the School or College in which the student is registered. This is required as a condition of honorable dismissal. After properly filling out the withdrawal card and securing all of the necessary clearances, the student will present the withdrawal card at the Business Office where it will be countersigned and transferred to the Registrar.

The policy of considering a student as withdrawn from the University after two consecutive weeks of unexplained absence in no way is to be interpreted as allowing withdrawal without formally notifying the Dean in person or in writing of the 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).

Students who have decided to withdraw from school and plan to return within the following year may wish to consider the Leave of Absence Program (LOAP). For further information about LOAP see page 43.



TUITION AND FEES

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

<i>Application for admission fee</i>	\$30.00
<i>Enrollment reservation deposit</i> (credited to tuition)	100.00
<i>Tuition per semester</i> for full-time program (rates effective August 1999):	
a. In Arts & Sciences or Business Administration (12 to 18 credit hours)	6,783.00
b. In Nursing except Accelerated Curriculum (12 to 18 credit hours)	6,783.00
c. In Accelerated Nursing Curriculum (effective May 1999)	6,988.00
d. In Accelerated Nursing Curriculum (effective January 1999) ...	6,823.00
e. In Pharmacy	7,145.00
f. In Occupational Therapy (B.S.)	6,783.00
g. In Occupational Therapy (Doctorate)	7,145.00
h. In Physical Therapy	7,145.00
<i>University College</i>	
Part-time (1-11 credit hours) ²	424.00
Full-time (12-18 credit hours per semester)	6,783.00
<i>Tuition per credit hour</i> for courses numbered below 600 when program totals less than 12 credit hours or for each credit hour in excess of 18:	
a. For courses in Arts & Sciences, Business Administration, Pharmacy and Allied Health Professions	424.00
b. For courses in Nursing (except in Accelerated Curriculum)	424.00
<i>Tuition per course</i> —Independent Study Program	
(Correspondence, 3 credit course)	600.00
<i>University Fee</i> for all full-time students per semester	283.00
<i>University Fee</i> for all part-time students per semester	30.00
<i>Student Health Insurance Premium</i> for six months ³	(Option 1) 510.00 (Option 2) 620.00
<i>Withdrawal Administrative Fee</i>	100.00
<i>Applied Music fee</i> for registration per credit hour each semester	150.00
<i>Yearbook</i>	27.00

Charged to all full-time, undergraduate students. If you choose not to receive a yearbook, you may request the Business Office to delete the yearbook fee from your statement if this request is made prior to the date for the penalty for late payment.

Full-time students (in a semester) are not subject to registration or laboratory fees, but are subject to all non-recurring, penalty, and special service fees and to extra tuition when registering for credit hours beyond the normal full-time limitation.

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

2 University College students may be eligible for a remission of one-third of the regular assessed rate. Remission is limited to six credit hours. For further details contact University College.

3 This charge for each full-time student may be waived if the student presents evidence that he or she carries insurance that provides coverage at least comparable to the student insurance offered by the University.

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

<i>Laboratory fee</i> —biology for each lab course	32.00
<i>Laboratory fee</i> —chemistry for each lab course:	
a. Courses numbered below 200	32.00
b. Courses numbered 200 and above	39.00
<i>Laboratory fee</i> —physics for each lab course	32.00
Any student, full- or part-time, may be subject to the following nonrecurring, penalty or special service fees in any semester or summer session when applicable:	
<i>Late payment fee</i> ¹ (also see Financial Arrangements—page 50)	80.00
<i>Special examination/evaluation fee</i> each examination or other learning assessment	15.00
<i>Challenge examination fee</i> in clinical practicums in nursing per credit hour	40.00
<i>Recording fee</i> for each credit hour awarded on basis of examination or other special learning assessment	10.00
<i>Board rate and room rate</i> per semester	(see page 22)

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.

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.

Special Tuition Rates for Teachers and School Administrators

Teachers and school administrators who are employed full time in public or private elementary or secondary schools and enroll as part-time students at Creighton may receive a tuition discount of 50% for three semester hours of course work each semester (fall and/or spring) in one of the following divisions: College of Arts & Sciences, College of Business Administration, School of Nursing, University College, or Graduate School. This discount does not apply to students in University College who receive a University College tuition remission. Students must complete an “Application for Teacher Improvement Remission” form verifying full-time employment status. These forms are available in the Business Office. Telephone: 280-2707.

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

1 Transcripts, diplomas, and grade reports are released only when all outstanding balances have been paid.

ESTIMATING BASIC COSTS

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

Tuition (full-time program at rate effective August 1999)	\$13,566.00
University Fee	566.00
Board and double room	<u>5446.00</u>
Total for academic year (two semesters)	19,578.00

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

In estimating the overall costs one should include allowances for personal expenses, including such items as clothes, laundry and dry cleaning, recreation and entertainment, transportation, etc. These costs will vary greatly among students. Books and school supplies average about \$650 per year.

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. Participation 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.

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

Students are invited to pay tuition and other expenses by personal check or money order. This is recommended especially to avoid the risk involved in carrying large amounts of cash. We also accept VISA, Mastercard and Discover as a payment option. Use of this payment method will be limited to the unpaid balance after all financial aid credits have been applied. All students, particularly those from out of town, are urged to establish checking accounts in Omaha or hometown banks. The University will ordinarily 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.

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 \$80 for the first month and an additional \$40 for each subsequent month that the account remains unpaid. Accounts with unpaid balances under \$500 will be subject to a \$80 fee the first month and \$30 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.

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 date of enrollment¹</i>	<i>Per cent 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 will be charged tuition and recurring fees on the following basis:

<i>Period of attendance from date of enrollment¹</i>	<i>Per cent of the semester rate to be charged</i>
One or two class days	10%
Three through seven class days	40%
Eight through twelve class days	80%
Over twelve 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 date of enrollment¹</i>	<i>Per cent 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 for withdrawals will be on the same basis as refunds of tuition.

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

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 his/her 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, late payment, special examination/evaluation, challenge examination, recording, tuition grant administrative fee, and locker.

STUDENT FINANCIAL AID

ELIGIBILITY CRITERIA

To be eligible for Federal and University financial aid programs at Creighton University, you must be (1) a citizen, a national or permanent resident of the United States, (2) in good academic standing, (3) in financial need as determined by the U.S. Department of Education, and (4) a high-school graduate or equivalent pursuing a degree on at least a half-time basis (six hours). Students from a foreign country may qualify for consideration of a limited number of Creighton funded scholarships.

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

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

APPLICATION PROCEDURES

Freshmen and Transfer Students:

1. Complete the "Application for Undergraduate Admission." Forward all parts of the application to the Admissions Office. Creighton cannot make a financial aid commitment until you have been granted acceptance by the University.
2. Complete a Free Application for Federal Student Aid (FAFSA). This application is available at high-school guidance offices or Creighton's Financial Aid Office. Once you complete the form, send it directly to the processing address listed on the application. Do not mail until after January 1. All processed FAFSA's should be on file at Creighton by April 1 for priority consideration. Applications received after April 1 will be considered as funding allows.
3. Submit the Creighton Financial Aid Application and signed and dated copies of the parents' and applicant's 1998 Federal tax return to the Student Financial Aid Office by May 1, 1999. If a tax return will not be filed, a statement of nonfiling must be submitted to the Student Financial Aid Office.

Current Undergraduate Students

1. Complete Steps 2 and 3 above.

DISBURSEMENT AND USE OF AWARDS

All financial aid advanced by Creighton University must be used to pay tuition, fees, and University room and board charges before any other direct or indirect educational costs. With the exception of Federal Work-Study, all financial aid awards will be deducted against University tuition, fees, room and board charges in the fall and spring semesters. One-half of the aid award will be deducted in the fall, and the remaining half in the spring. Federal Work-Study will not be deducted since the student must earn his/her award. Students on Federal Work-Study will receive bimonthly paychecks and may use them to meet their personal expenses.

SCHOLARSHIPS

Normally, to receive and retain a scholarship, you must be enrolled in a program of study leading to a degree in the College of Arts and Sciences, College of Business Administration, or School of Nursing. In addition to qualifying material listed for each scholarship, you must be accepted and enrolled full-time at Creighton to retain scholarship(s) for four academic years or eight consecutive fall/spring semesters (exclusive of summer terms). Furthermore, the dollar amount of the scholarship may vary unless otherwise specified, and all offers are made dependent on the annual availability of funds. Most scholarships are renewable for additional years and continued eligibility is based on maintaining the specified cumulative quality-point average for each scholarship and showing normal progression toward a degree. Unless otherwise specified, all University controlled scholarships, individually or in combination, may not exceed the value of tuition.

If you have submitted all required credentials necessary for admission by January 1st of your senior year, you will automatically be given *priority* consideration for all competitive academic scholarships. Individuals who complete their admissions requirements after January 1st are eligible for academic scholarships based on the availability of funds. Unless otherwise noted, undergraduate academic scholarships are awarded solely to new freshmen and are available for eight consecutive semesters. As new scholarships, not listed in the catalog, become available, selections are made in conjunction with the wishes of the donor.

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

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

DOCUMENTED FINANCIAL NEED IS NOT A CONSIDERATION FOR THE FOLLOWING (NO-NEED) SCHOLARSHIPS. NEVERTHELESS, APPLICANTS ARE ENCOURAGED TO FILE A FAFSA. IF NOT SUCCESSFUL IN RECEIVING ONE OF THE SCHOLARSHIPS BELOW, YOU WILL BE CONSIDERED FOR OTHER TYPES OF FINANCIAL AID. YOU MUST HAVE FAFSA RESULTS ON FILE AT CREIGHTON BY APRIL 1.

Presidential Scholarships

These scholarships are competitive annual three-quarter tuition awards based on ACT or SAT scores, high school class rank and leadership ability. The scholarships are renewable with a 3.3 quality-point average. They are funded from gifts from Union Pacific, The Omaha World-Herald, and Creighton University.

Carl M. Reinert Academic Scholarships

These competitive academic scholarships, based on high school academic performance and national test scores, are awarded to selected entering freshmen and are renewable with 3.00 cumulative Q.P.A.

Fr. Linn Scholarships

Competitive scholarships for selected students ranking high in their high school class with strong ACT scores, but generally not eligible for Reinert Scholarship awards. They are renewable with 3.00 cumulative Q.P.A.

Fr. Joseph Labaj Scholarships

These are competitive freshman awards in honor of a prior Creighton University President. Recipients are selected on high school academics and activities, test scores, and potential for success. A 2.5 cumulative grade average is required for renewal.

Ignatian Leadership Award

In recognition of the importance of Jesuit High School education, one student from each Jesuit high school will be granted this award based on high school achievement and leadership traits. Renewal is automatic by maintaining a 2.5 cumulative grade average.

Michael Sheridan, S.J. Scholarships

Competitive scholarships are available to persons with high academic and leadership qualities. This award honors a former Dean of Students and is renewable by maintaining a 2.75 cumulative Q.P.A.

Creighton Scholarships for Black and Hispanic Scholars

These competitive awards are open to Omaha area students and require a separate application form, available from Creighton's Educational Opportunity Program. It provides for the student's direct educational costs, less Pell Grant and/or other scholarships received from any source, and is renewable by maintaining a 2.5 Q.P.A. Specific qualifications and award amount details are found on the application.

Dean's Leadership Scholarships

Consideration for these awards is based on a student's high school class rank, ACT/SAT scores and leadership potential. Determined by the Deans of the Colleges of Arts and Sciences and Business Administration and the School of Nursing, these are renewable with a 2.5 Q.P.A.

Alumni Association Scholarships

These competitive renewable annual awards are offered to children of Creighton alumni and are based on academic achievement. A 2.8 Q.P.A. is required for renewal.

The Arthur Andersen and Company Endowed Scholarship

This annual scholarship funded by the Arthur Andersen and Company endowment is given to a senior accounting major who has evidenced a professional level of technical ability, self-confidence, strong interpersonal and communications skills, leadership abilities, and a sincere interest in the public accounting field.

The Association of Government Accountants Scholarship

Funded by the Omaha chapter of the Association of Government Accountants, it is awarded to a senior accounting major who has evidenced an interest in governmental/not-for-profit accounting and who has maintained a high scholastic average.

Baird Kurtz and Dobson Scholarship

This scholarship is awarded to a senior accounting major who has evidenced an interest in public accounting and who has maintained a high scholastic average.

Mary Ann Beller Scholarship Fund

In memory of his wife, Donald V. Beller has established this fund to assist nursing students from the states of Iowa and Nebraska. The Dean of the School of Nursing annually selects the recipient(s) and the amount of the annual award.

The Beta Alpha Psi Superior Chapter Scholarships

Funded by the KPMG Peat, Marwick and Main and Company Foundation, this is awarded to two active members of the Alpha Nu chapter of Beta Alpha Psi, an honorary accounting fraternity, for scholarship and chapter activity.

The Rowley “Pat” Irwin Blakeney Scholarships

The Blakeney Scholarship is to assist academically-qualified degree students in the College of Business Administration. Awards are renewable. Freshmen with a declared interest in business who graduated in the top two-fifths of their high-school class and upperclassmen with a declared major in business and a cumulative Q.P.A. of 2.5 or more are eligible. All criteria being equal, need may be considered.

Bozell Worldwide Scholarship

Each year the Department of Journalism and Mass Communication will select a recipient of this award, with the amount to be determined by the department.

Mary J. Burke Scholarship

This scholarship recognizes women enrolled in the College of Business Administration with preference given to those who are concurrently employed. Maintaining at least a 2.0 cumulative grade average will automatically renew the scholarship for the next year.

Arthur Carter Scholarship

This nationally competitive scholarship funded by Mr. Carter’s estate, is awarded annually to top accounting students throughout the United States, by the College of Business Administration.

Sheila Ciciulla Nursing Scholarship

Honoring a longtime faculty member and administrator in Creighton’s School of Nursing, this award recognizes an outstanding nursing student who epitomizes integrity and commitment to the nursing profession. It requires a 3.0 Q.P.A. for renewal and the recipient is determined by the School’s Scholarship Committee.

The College of Business Administration Scholarship

This scholarship is awarded to College of Business Administration students on the basis of scholastic achievement.

Everett and Eileen Connelly Scholarship

This scholarship provides for full tuition and fees, plus a book allowance for an entering student with exceptional academic and personal qualities into any of Creighton’s undergraduate schools. It is renewable for ensuing years by maintaining an overall grade point average of at least 3.3. Financial need may be used as a determining factor between qualified candidates.

The James D. Conway Scholarships

Academically-qualified students who graduated from Hastings High School or St. Cecilia High School, both of Hastings, Nebraska, are eligible for these scholarships. Awards are renewable with a 2.5 Q.P.A. A preference is extended to qualified students who will pursue a prelaw education.

Coopers and Lybrand Scholarship

This scholarship is awarded annually to an outstanding accounting student in the College of Business Administration who will be in his/her senior year and will have completed at least nine hours of accounting.

Dr. C. C. and Mabel L. Criss Memorial Foundation Scholarship

The Foundation's pledge of funding through 2001 provides scholarship support to students in the School of Nursing. Recipients are selected by the School's Scholarship Committee and awards are renewable with a 2.5 cumulative grade average.

Frederick J. de la Vega Scholarship

Students in the three undergraduate colleges are eligible for these highly competitive awards. Academic achievement is the main criteria upon which selections are based but the financial need of applicants may be considered. Between equally eligible applicants, a preference is given to students of color. This award is renewable by maintaining a cumulative 3.0 Q.P.A.

The Deloitte and Touche Scholarship

Awarded to a senior accounting major who has evidenced an interest in public accounting, maintained a high academic record and demonstrated leadership ability.

H. M. and Ruby V. Frost Scholarship

In awarding this scholarship, the University Academic Scholarship Committee considers high-school academics, national test scores, and extracurricular activities. Need may also be considered. The scholarship is renewable by maintaining a 3.0 Q.P.A.

German-American Society Scholarship

An annual scholarship will be awarded to a student who has a record of high academic performance and a firm commitment to the study of German with at least twelve credit hours on the upper-division level; demonstrable financial need will also be a decisive factor in awarding the scholarship.

Harve B. Heaston Scholarship

An annual scholarship awarded to a senior finance major in the College of Business Administration who demonstrates high academic promise and extracurricular leadership in the college and university.

James and Helen Herbert Scholarship

This scholarship is established to assist entering or continuing students in the College of Business Administration with a preference to those pursuing an accounting career. In addition to grade average, selections will also be based on extracurricular activities and employment history. This award may be renewed by attaining a minimum 2.5 Q.P.A.

Institute for Family Business

Initiated by Mr. Rod Jewell, this award is made to students in the College of Business Administration who are of high academic standing and whose parents operate a family owned business. The selection of recipient(s) will be made by the College's Scholarship committee and will also determine renewability.

The Institute of Management Accountants Scholarship

Funded by the Omaha Chapter of The Institute of Management Accountants and awarded to a senior accounting major who has evidenced an interest in private accounting and who has maintained a high scholastic average.

The LeAnne M. Iwan Scholarship

The LeAnne M. Iwan Scholarship, funded by the Midlands Business Journal, is available to a University College student who has applied and been accepted in a certificate or degree program in the Department of Journalism and Mass Communication. The scholarship is available for one course during each of the three terms: the First Semester, the Second Semester, and the Summer Sessions. The value of the scholar-

ship will be the cost of one University College course as determined by the Dean. The scholarship may be renewed, upon application, as long as the recipient is progressing toward a certificate or undergraduate degree in the Department of Journalism and Mass Communication. Eligibility criteria include academic performance in secondary and/or post-secondary institutions; involvement in community or university service; and financial need.

Jesuit Community at Creighton University Scholarship

Each year, a select number of under-represented minority students graduating from a Jesuit High School will receive this award to encourage such students to continue their education at Creighton. Selection is competitive and renewal is based on maintaining at least a 2.25 grade average.

Charles and Genevieve Juergens Scholarship

Each year freshmen entering any undergraduate division of the University may receive this scholarship. The awards will be based upon academic achievement, extracurricular leadership, and, if necessary, need. The scholarships are renewable upon the condition that the student is maintaining a 3.0 Q.P.A.

Grace Keenan Scholarship

This fund provides financial support to Art majors in the College of Arts and Sciences. These renewable scholarships are awarded to deserving students based on academic achievement and recipients are selected by the Chair of the Fine and Performing Arts Department. As determined by the Chair, students from other disciplines can be nominated based on the availability of funds. A cumulative 2.5 Q.P.A. is required for renewal.

T. Leslie Kizer Scholarships

Freshmen entering the College of Business Administration are selected each year to receive this scholarship. Recipients are selected on the basis of high school academics, national test scores, and extracurricular activities. A 3.0 quality-point average is required for renewal.

KPMG-Peat-Marwick-Main Scholarship

This recognition is given to a senior College of Business major who demonstrates exceptional interest and ability in the accounting field. The Department of Accounting makes the annual selection.

John W. and Ann C. Langley Scholarship

Each year a scholarship will be awarded to two entering freshmen on the basis of high-school academics, national test scores, extracurricular involvement, and, possibly, financial need. Recipients will be required to maintain a 3.0 Q.P.A. for renewal.

Clare Boothe Luce Scholarship

Junior and senior women science majors may be invited by the Dean of the College of Arts and Sciences to apply for this renewable competitive award which may augment current academic scholarships. Special application forms are available from the Dean's Office upon nomination by a screening committee.

Paul Luex Scholarship

Awarded by the University Scholarship Committee, this scholarship shows first preference to students who are members of St. Libory Parish, St. Libory, NE, then secondly to students from Central Catholic High School, Grand Island, NE. Students must also demonstrate a record of community service.

Paul E. McCarville Scholarship

An award is made to an incoming freshman who is a graduate of either St. Edmond's or Fort Dodge High Schools in Fort Dodge, Iowa. The scholarship is renewable provided the recipient maintains a Q.P.A of at least 2.5. Selection is based on high-school academics, extracurricular involvement, test scores, and leadership qualities. Financial need may be considered.

Midwest Insulation Contractors Association/William R. Heaston Memorial Scholarship

This award is given to an accounting major in the College of Business Administration, and is renewable as determined by the Accounting Department.

Gordon Morrison Scholarship

This scholarship fund honors the memory of the father of Fr. Morrison, S.J., Creighton University's President. The candidates shall be considered by the University Scholarship Committee who exhibit outstanding scholastic achievement and continued potential for academic success. The award is renewable by maintaining a minimum 3.0 grade average.

John A. Murphy Scholarship

Students who have graduated from a parochial high school are eligible for consideration. The scholarship is made available to one junior and one senior student in any undergraduate division with selection based upon academic achievement, extracurricular involvement, and leadership qualities. The award is renewable with a 3.0 Q.P.A.

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

This award is available to entering freshmen and is renewable for successive years by maintaining a Q.P.A of at least 2.7. Selection is based on high-school academic achievement, leadership, extracurricular involvement, and national test scores. Financial need may be considered. Preference is given to Nebraska and Iowa residents.

Nebraska Society of CPA'S

This award is made by the College of Business's Department of Accounting to an accounting major showing excellence in the field.

Laurence R. O'Donnell Scholarship Fund

Each year one freshman entering any undergraduate division of the University will be awarded this scholarship. The award is based upon academic achievement, extracurricular activity, and, if necessary, need. The scholarships are renewable upon the condition that the student maintains a 3.0 Q.P.A. and is progressing according to the guidelines of the program in which the student is enrolled.

Omaha Federation of Advertising Scholarship

This organization supports scholarships for junior level students who have a major which includes the study of advertising. Recipients are selected by the chairman of the Journalism and Mass Communication Department.

Raymond Owens Scholarship

This scholarship, established by Mrs. Emmett Roberts in memory of her brother, Raymond, is awarded to a deserving freshman from Creighton Prep High School for leadership, community service and commitment to Creighton Prep. It is not based on financial need and is not renewable.

The Price Waterhouse/Creighton Alumni Scholarship

Awarded to an outstanding senior accounting major who has maintained a high scholastic average, demonstrated leadership qualities, and has an interest in pursuing a career in public accounting.

Walter and Suzanne Scott Scholarship

Scholarship recipient(s) of this award must enroll in the College of Business Administration and represent the pinnacle of academic excellence, as based on high school grades and national college entrance exams. This award is automatically renewed by maintaining at least a 3.4 cumulative grade average and continued enrollment in the College of Business. The value of the award is equal to each year's tuition, minus any other Creighton controlled and/or third party scholarships also received by the recipient.

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

Each year the University will award 16 scholarships to sons and daughters of full-time associates of the Mutual of Omaha Companies. The scholarships will have a value of at least \$2,000 and are renewable upon application. Interested parties must first complete a preapplication form obtainable from the Training and Development Department, Mutual of Omaha Companies, Mutual of Omaha Plaza, Omaha, Nebraska 68175.

St. Joseph Hospital Nursing Alumni Association Scholarship

Awards sponsored by this alumni group are made to support undergraduate and/or graduate students in the School of Nursing. Awards may be renewed for ensuing years by maintaining a 2.5 grade point average and the endorsement of the Nursing School. Preference will be made to alumni of this organization, or their dependents.

Gilbert C. Swanson Foundation Scholarship

The Swanson Foundation provides funds for deserving students and each year the University President shall determine the number of recipients and award amounts under foundation criteria. Awards are renewed at the discretion of the President and continued funding.

H. Margaret Thorough Scholarship

Students in the School of Nursing benefit from this scholarship and is renewable with a 3.0 Q.P.A. The School of Nursing selects the recipient(s) based on academic achievement and available funding.

Union Pacific Corporation Foundation Accounting Scholarship

A scholarship awarded to a senior accounting major who has evidenced an interest in internal auditing and who has maintained a high scholastic average.

Union Pacific Corporation Foundation Minority Accounting Scholarship

A scholarship awarded to a minority senior accounting major who has evidenced an interest in internal auditing and who has maintained a high scholastic average.

The Rose and Sal Valentino Scholarship

Scholarship awarded annually to an economics or finance major in the College of Business Administration.

Floyd E. and Berneice C. Walsh Scholarship

Junior and senior students in the College of Business Administration are eligible for this scholarship established by former Dean Floyd Walsh and Mrs. Walsh to assist deserving students. At least a 2.5 Q.P.A must be maintained for renewal.

Charles Zuegner Memorial Scholarship

Various alumni and corporate gifts enable the memory of Charles Zuegner to continue through this scholarship. Recipients are selected by the chairman of the Journalism and Mass Communications Department.

THE FOLLOWING SCHOLARSHIPS ARE AVAILABLE TO STUDENTS WITH FINANCIAL NEED AND DEMONSTRATED ACADEMIC ACHIEVEMENT. A COMPLETED FAFSA MUST BE ON FILE BY APRIL 1 FOR PRIORITY CONSIDERATION.

Ahmanson Foundation Scholarships

Each year scholarships are awarded from funds provided annually by the Ahmanson Foundation. Recipients must demonstrate financial need through the Free Application for Federal Student Aid (FAFSA) and be above average scholastically. A 3.0 Q.P.A. average must be maintained for renewal.

Alpha Sigma Nu Scholarship

Funded by the National Jesuit Honor Society, an annual scholarship of \$500 is available to an undergraduate student based on financial need and scholastic achievement.

Harold and Marian Andersen Family Fund Scholarship

This scholarship benefits an undergraduate student who demonstrates financial need and has high academic credentials. It is automatically renewed by maintaining at least a 2.5 cumulative grade average.

Fr. Andrew M. & Edward D. Augustyn Scholarship

First priority goes to freshmen who are members of St. Josaphat's Parish, Loup City, NE, secondly to students from Central Catholic High School, Grand Island, NE, and then to students from Loup City High School, Loup City, NE. Candidates must show financial need, church participation, and community service. The award is possibly renewable.

Leo Augustyn Scholarship

This endowed scholarship is offered to an undergraduate student by the Financial Aid Office who demonstrates financial need and academic achievement.

Mr. and Mrs. Jack B. Balousek Scholarship

This award is made to a freshman who demonstrates financial need and enrolls in one of Creighton's undergraduate schools. It is renewable by meeting normal academic progression.

William E. Belfiore Memorial Scholarship Fund

In memory of his son, Joseph F. Belfiore established this fund, designed to assist students in any undergraduate school who need financial aid in order to continue their education. The Creighton University Financial Aid Office annually selects the recipient(s) and the amount of the award. It is renewable upon 2.5 Q.P.A. and continued need. A preference is extended to students who are of Italian lineage by at least one parent.

Charles and Mary Patricia Blevens McFadden Endowed Scholarship Fund

This scholarship provides assistance to students enrolled in any school/college at Creighton who have a permanent mobility, visibility or hearing impairment, show high academic promise and have demonstrated financial need. First priority for funds shall be directed to students with a mobility impairment and the annual scholarship value may vary. This award is renewable by maintaining satisfactory academic progress toward a degree/certificate and is awarded by the University's Financial Aid Office.

Elmer L. and Margaret M. Bradley Scholarship

Funds from this scholarship shall be used to assist students with high academic standing and financial need to enroll in Creighton's College of Business Administration. Preference will be given to graduates of Nebraska high schools and is renewable by meeting normal academic progression standards and a 2.0 cumulative Q.P.A.

John P. and Charlotte M. Brand Scholarship

This scholarship is established to assist students in Creighton's College of Arts and Sciences who are of high academic standing and demonstrated financial need. Preference will first be given to students majoring in mathematics. With a 2.5 cumulative Q.P.A., the award is automatically renewed, based on the availability of funds.

Mildred D. Brown Scholarship

Preference for this \$1,500 award is given to black high school seniors from the Omaha area. Criteria include financial need, academic achievement and high school journalistic activity. Renewable with a minimum 2.75 Q.P.A.

Fr. Neil Cahill, S.J. Scholarship

Each year an award will be made to a financially needy student in the College of Business Administration, in honor of Fr. Cahill, a longtime faculty member. Candidates must be of high academic standing, and students from South Dakota will receive preference.

John and Ann Callahan Scholarship

This endowment supports a varied number of scholarships each year to deserving and financially needy students enrolled in any of Creighton's undergraduate schools. The award is made by the Director of Financial Aid and may be renewed.

Chicago Minority Student Scholarship

Preference for this recognition is given to students from the Chicago-land area who have participated in the LINK program and are graduates of Oak Park, Fenpeck or Trinity high schools. By maintaining at least a 2.5 Q.P.A., this scholarship is renewable.

W. Dale and Katherine Clark Scholarship

Students who have graduated from a high school in Omaha are eligible for benefits from this fund. The scholarship is based upon academic achievement, extracurricular activity, and need. These scholarships are renewable upon the condition that the student is progressing according to the guidelines of the program in which the recipient is enrolled.

James and Barbara Corboy Scholarship

This fund provides scholarships for undergraduate students who are in need of funds to continue their education and who show the potential for success. It is renewable by normal progression under University standards toward graduation.

James M. Cox Scholarship

This scholarship is established to assist freshmen who reside in eastern Nebraska, with preference given to students from York and Hamilton counties. Financial need must be evident and a 2.0 QPA is required for renewal.

Charles H. and Mary Lou Diers Scholarship

This endowment supports a scholarship for an incoming freshman from the Fremont, NE area who demonstrates financial need and potential for success at the postsecondary level.

Scholarship for Economic and Educationally Disadvantaged Students

Scholarships are available to students admitted to the University and participate in the Student Support Services Program. The number and amount of awards are determined by the student's financial need and program funding.

David and Wanetta Ellison Memorial Scholarship

This scholarship, honoring David and Wanetta Ellison, helps to support a new student in the College of Business Administration and is renewable for future years by maintaining a minimum 2.5 Q.P.A. and continued demonstration of financial need. Selection priority goes first to students from specific counties in central Illinois, then from the Ralston, Nebraska school district, then from Boys Town and finally any student from Illinois or Nebraska.

Farmers Insurance Group Inc., Scholarship

A scholarship is awarded annually to a College of Business Administration student on the basis of academic performance and financial need.

Grace and Robert Fay Scholarships

These awards recognize outstanding academic students in the College of Arts and Sciences who have the demonstrated need for funds to continue their education. Renewal is automatic with at least a 2.0 cumulative Q.P.A.

Howard and Burnice Fiedler Scholarship

As funds are available, awards will be made by the Director of Financial Aid to any undergraduate student who demonstrates financial need.

First Federal Lincoln Bank Scholarship

Sponsored by First Federal Lincoln Savings and Loan, this scholarship is awarded annually to a senior student in the College of Business Administration who is a Nebraska resident and has demonstrated financial need.

Kitty Gaughan Scholarship

This award is made by the Financial Aid Office to undergraduate students graduating from Creighton Prep High School, Omaha, NE who display financial need.

Dr. James and Lois Gerrits Family Scholarship

This award is made to a student enrolled in one of the undergraduate colleges of Arts and Sciences, Business Administration, or the School of Nursing who has high academic standing and demonstrates financial need. This award is renewable for future years by maintaining a minimum Q.P.A. of 2.0.

William M. Gordon Scholarship

This scholarship is named in honor of the first Black student to graduate from Creighton's School of Medicine in 1901 and is intended to promote the racial diversity of the student body at Creighton University. Financial need is considered when selecting recipients and a 2.5 minimum Q.P.A. is required for renewal.

Adolph Hallas Scholarship

This endowed fund supports four scholarships each year to students in the College of Business who are selected by the Financial Aid Office based on scholastic achievement and financial need.

William Randolph Hearst Foundation Scholarship

Each year a scholarship is funded by the Hearst Foundation to provide financial support to a student in one of Creighton's undergraduate colleges who demonstrates financial need. Preference is given to multicultural students and is renewable with a cumulative Q.P.A of 2.0.

The Richard J. and Marguerite Heider Endowed Scholarship

This scholarship is designated for a student from Carroll County, Iowa enrolling in the College of Business Administration who has a demonstrated need of financial support.

Dr. Edward A. Hier Scholarship

This scholarship is awarded to a freshman from western Nebraska who demonstrates financial need and enrolls in either the College of Arts and Sciences or Business Administration. It may be renewable.

Gunnar Horn Scholarship

This nonrenewable award is restricted to students with an interest in or intent to major in journalism. College test scores, financial need, and high school journalistic activities are factors in the selection process.

Dr. Ross C. Horning Endowed Scholarship

This scholarship, honoring Dr. Ross C. Horning, Professor of History, is awarded by the Financial Aid Office in conjunction with the Department of History, to a junior who has been admitted as a History major. The student must also demonstrate a background of work experience and the need for financial aid. By maintaining a 2.5 grade average during the junior year, the scholarship may be renewed for the senior year.

Joseph H. Jackson Scholarship

This award recognizes a student in the Education Department who has achieved academic distinction within the Department, shows a sincere commitment to the teaching profession and has financial need. Juniors or seniors are eligible for consideration and the scholarship can be renewed with at least a 2.5 Q.P.A. The Chair of the Education Department and the Financial Aid Director jointly review candidates and name the recipient.

Marion G. Jeffrey Memorial Scholarship

This scholarship is awarded to a junior or senior Creighton student with a declared major in the Department of Fine and Performing Arts. Financial need is a requirement, and recommendations of candidates will be made by the Department Chair to the Director of Financial Aid. The award may be renewed by continued eligibility and the recommendation of the Department Chair.

Martin C. and Helen M. Jessup Scholarship

Any undergraduate student admitted to one of Creighton's undergraduate schools who demonstrates financial need is eligible for consideration of this scholarship. Preference is extended to new entering students and is renewable by maintaining normal academic progression and at least a 2.0 cumulative Q.P.A.

Edith and Carl Jonas Scholarship

This award is made by the Financial Aid Office to students in need of assistance to further their education. Awards are made in a number and amount determined by the funds available and may be renewed.

Glenn T. Jordan Scholarship

Undergraduates from the state of South Dakota are eligible for this scholarship, which is based on a combination of need and academic excellence. The recipient will be required to maintain a 3.0 Q.P.A. for renewal. This scholarship is awarded by the Director of Financial Aid.

John J. and Eloise H. Kane Scholarship

This endowment assists students in the College of Arts and Sciences who demonstrate financial need and may be renewed for further years with normal academic progression. Recipients are selected by the Financial Aid Office.

Leo Kelley Memorial Scholarship

This competitive award is established to assist freshman applicants demonstrating financial need. It is renewable by maintaining at least a 2.5 Q.P.A.

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

This award honors Fr. Kelly's popularity and guidance of numerous students during his longevity of service to Creighton. This award provides funds to a financially needy undergraduate student of high academic potential. Preference will be made to new students and is renewable with a 2.5 cumulative grade average.

Helen W. Kenefick Scholarship

This scholarship fund is made possible by Mr. John Kenefick in honor of his wife and provides scholarship support to financially needy, high ability undergraduate students. By attaining at least a 2.5 cumulative Q.P.A., it is automatically renewed.

Gertrude Beckers King Scholarship

This endowment honors the lifetime teaching accomplishments of Mrs. King and is used to support the financial needs of a student accepted into the elementary education program. The Financial Aid Office selects recipients who are academically qualified and demonstrate financial need.

Kittle Memorial Scholarship

The Adrienne Lee Kittle Scholarship is established to assist undergraduates who are of high academic standing and demonstrate financial need. A preference shall be extended to students who are residents of Colorado. The scholarship is renewable.

Metta Laughlin Scholarship

The Financial Aid Office awards this scholarship to an academically qualified and financially needy student enrolled in any undergraduate college of the University.

John L. and Carol V. Maginn Scholarship

This scholarship is designed to assist students enrolled in Creighton's College of Business Administration who are academically qualified and have financial need. Preference is given to women and students of color. The award is renewable with a 2.5 minimum grade average.

Walter J. and Ruth C. Maginn Scholarship

This scholarship is designed to assist students enrolled in Creighton's College of Business Administration who are academically qualified and have financial need. Preference is given to students of color. The award is renewable with a 2.5 minimum grade average.

Ralph and Margaret Mailliard Memorial Scholarship

Founded by Mr. and Mrs. R. Dennis Mailliard, this scholarship is awarded to a minor sport student-athlete who demonstrates financial need and consistently gives 110 percent to both his/her academic and athletic endeavors. It is renewable at the discretion of the Athletic Director.

Marfisi Memorial Scholarship

The "Jack" Marfisi Scholarship was established to assist incoming freshmen who are of Italian lineage. Students must demonstrate financial need and be progressing toward a degree for renewability.

Diane McCabe Scholarship

This scholarship pays tribute to Diane McCabe who served the School of Nursing and its students with tireless dedication for 17 years. The recipient will be a junior level nursing student who has financial need and academic promise. It can be renewed

for an additional year if first received as a junior and normal progression to degree completion is evident.

Thomas P. and Mary Kay McCarthy Scholarship

This scholarship assists students enrolled in either the Arts and Sciences or Business Administration Colleges who are from Iowa and demonstrate financial need. Maintenance of at least a 2.5 cumulative grade average is required for renewal.

Roma Nagengast McGahan Scholarship

This fund will provide financial support to a student enrolled in the School of Nursing who is of high academic standing and demonstrates financial need. It is renewable based on maintaining academic progress and continuing financial need.

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

The Richard McGloin Scholarship Committee will annually award scholarships to undergraduate students who have shown academic achievement, with preference given to relatives of Creighton University alumni. It is renewable by maintaining satisfactory progress toward a degree.

McGuire-Holden Family Scholarship

Established by Drs. Daniel J. McGuire and Andrea McGuire in honor of their parents, Pat and Rita McGuire and Warren and Dorothy Holden, this endowment recognizes students from rural Iowa or Nebraska who have high academic credentials and financial need. The scholarship may be renewed with normal academic progression within the College of Arts and Sciences.

Memorial Scholarship

Awards from this endowed account are made by the Director of Financial Aid to academically qualified students who demonstrate financial need.

Daniel and Mary Ellen Monen Scholarship

Each year these competitive scholarships are awarded to incoming freshmen who demonstrate above-average scholastic ability and financial need. They are renewable with a 2.5 Q.P.A.

Harry G., Jr. and Marion M. Montgomery Scholarship

One freshman student will be selected to receive this award. Recipient will be selected based on financial need. The recipient should also show a keen interest in learning, working toward the betterment of mankind, and believe that participation, without excessive fanfare, in worthwhile programs is a duty of good citizenship. This award is renewable with a 2.5 Q.P.A.

Orscheln Industries Scholarship

This scholarship assists students from areas served by an Orscheln store to attend an undergraduate school at Creighton. Freshman are given first priority and must also demonstrate financial need. The scholarship is renewable with at least a 2.0 grade average.

Dr. Ray Palmer Baseball Scholarship

This scholarship is provided by Dr. Raynold Palmer, M.D. '32, the team physician from 1936-42 for the New York Giants baseball club, now the San Francisco Giants. The award is reserved for members of the baseball team with the recipient determined by the Athletic Department.

Peter J. Phelan Memorial Scholarship

This award is available to both new and current students enrolled in any undergraduate college. Priority is given to financially needy students from Cedar Rapids, Iowa; then from Linn County Iowa; and lastly from the state of Iowa. It may be renewed based on continued need and satisfactory academic progress.

Jose Ponce Memorial Scholarship

This annual award is made to a graduate of an inner-city high school enrolled in the College of Arts and Sciences who demonstrates financial need. The selection of a recipient is made by the Director of Financial Aid.

Leonard H. and Madeline Kenney Powers Scholarship

This award recognizes an outstanding student in the School of Nursing who exhibits academic excellence and the potential to bring honor to the nursing profession. Candidates must show financial need and preference will be made to freshman students. By maintaining at least a 2.5 cumulative grade average, the scholarship is automatically renewed.

John A. Quinlan Memorial Scholarship

This award is made by the Financial Aid Office to a financially needy student enrolled in the College of Business Administration. This scholarship may be renewed for future years as funding allows.

Mark and Karen Rauenhorst Scholarship

Two scholarships are made each year from this fund; one to a student in the College of Arts and Sciences and the other to an Accelerated Nursing student. Recipients must show need in meeting their high education costs and maintain satisfactory academic progress.

Leon Schmidman Memorial Scholarship

This award is given to College of Business Administration juniors with an interest in marketing, who have financial need and a minimum G.P.A. of 2.5. It may be renewed. Recipients are selected by the Dean of the College of Business Administration and the Director of Student Financial Aid.

Louis and Alma Schreiber Scholarship

This competitive scholarship is awarded annually to undergraduate students demonstrating financial need. It is renewable provided satisfactory academic progress is maintained.

John A. Scigliano Scholarship

Academically qualified students who demonstrate financial need and are either members, children or grandchildren of members of St. Thomas More Church, Knights of Columbus Council #652 or are graduates of Fr. Flanagan's Boys Home are eligible to apply. A separate application is required and available from Creighton or any of the above organizations. Renewability is not automatic, but a prior recipient is allowed to apply again for consideration.

Jesse J. Shelton Scholarship

This scholarship honors a man employed at Creighton for 19 years who left a legacy of racial and ethnic harmony upon his death in 1997. Because of his love of education and his admiration for those who teach, a student of color enrolled in the Education Department will be the recipient of this scholarship. It is renewable with a 2.5 Q.P.A. and Scholarship Committee approval.

V.J. and Angela Skutt Scholarship

Two entering freshmen from South Dakota are selected each year with preference given to prelaw and business administration students. Selection is made on the basis of financial need and academic performance. At least a 3.0 Q.P.A. average is required for renewal.

Dr. Patrick and Christine Smith Scholarship

This scholarship is available to deserving and financially needy students enrolled in any of Creighton's undergraduate schools. Freshman receive priority consideration and the award is renewable with normal academic progression toward a degree.

William Stockdale Minority Scholarship

This scholarship recognizes a minority student from the greater Chicago area enrolled in an undergraduate program at Creighton. Preference is given to students of African-American heritage. A minimum 2.0 grade average and normal progression toward graduation allows for automatic renewal.

Virginia Roehrig Tomczak Scholarship

This scholarship is provided by the estate of the donor and is awarded by the Financial Aid Office to students of high academic standing and who demonstrate financial need. The award is renewable with a 2.5 cumulative grade average.

Dennis L. Toohey Memorial Scholarship

Recipients of this award will be students of color who demonstrate high academic ability and the need for assistance. A minimum 2.0 Q.P.A. is needed for renewal.

Union Pacific Corporation Foundation Affirmative Action Scholarship

Applications for this scholarship are accepted from women and minority students in the College of Business Administration and the Masters in Business Administration Program. Applicants must have at least a 3.0 Q.P.A. and have demonstrated financial need and extra-curricular involvement.

Richard and Helen Upah Scholarships

College of Business Administration students, preferably from the South Omaha area, benefit from this fund. Financial need is considered in making a selection. Renewal will be considered by maintaining a 2.0 Q.P.A.

Wiesner Family Scholarship

This scholarship is awarded to a junior or senior student in the College of Arts and Sciences with at least a cumulative college 3.0 Q.P.A. The recipient must also demonstrate financial need and show history of community service. It may be renewable.

Rev. Roswell Williams, S.J. Scholarship

Students enrolled in the department of Journalism and Mass Communication are considered for this recognition. Candidates are selected based on an intent to or a declared major in journalism, above average academic standing and financial need. Freshman are given priority and the award is renewable based on the criteria above and by sustaining at least a 2.5 overall grade average.

Jimmy Wilson Jr. Memorial Scholarship

This scholarship remembers a Creighton alumnus and Omaha police officer, killed in the line of duty. It is awarded to a financially needy undergraduate student from Nebraska enrolled in the College of Business Administration. A minimum 2.5 Q.P.A. is required for renewal.

Yanney's Kids Scholarship

This scholarship assists students from the Omaha area who have successfully participated in the "All Our Kids" program, sponsored by Mr. Michael Yanney, an Omaha businessman. Each year, students from this program enrolled at Creighton will receive an equal award to help with their educational costs. Scholarship consideration is renewable by achieving normal progression to a baccalaureate degree.

A. A. & E. Yossem Scholarships

Awards from this gift are made to students of the Jewish faith who are enrolled in any undergraduate school. Made by the Director of Undergraduate Admissions, scholarship recipients must show above average academic performance. Awards may be offered to new and continuing students and are renewable with a 2.5 cumulative Q.P.A.

Outside, Private Scholarships

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

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

GRANTS

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

Federal Pell Grant

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

Federal Supplemental Educational Opportunity Grant (FSEOG)

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

State Scholarship Award Program (SSAP), Student Assistance Program (SAP), Postsecondary Educational Award Program (PEAP)

These programs are funded by the Federal Government and the State of Nebraska and administered through the Nebraska Coordinating Commission for Postsecondary Education. Eligible students are selected by the Financial Aid Office. Recipients must be Pell Grant eligible, have exceptional need and preference is given to residents of Nebraska enrolled full time.

Creighton University Grants

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

Tuition Grants

Tuition grants are available to children of University employees. Receipt of a full-tuition grant will preclude a student from receiving the monetary value of any Creighton University scholarship, and/or institutionally funded grant. Employees must complete the Tuition Remission Application available from the Human Resources Office, and otherwise be eligible based on specific program criteria.

Family Remission

A tuition remission of 25 percent is available to the second, third, and any other immediate family member when two or more are registered as full time students in the same term. Immediate family is defined as father, mother, husband, wife, son, daughter, brother or sister. This reduction is applicable only to students enrolled in the College of Arts and Sciences, Business Administration, Nursing (four-year program), University College, and undergraduate programs of study in the School of Pharmacy and Allied Health Professions. The first member of the family may be enrolled in any school/college of the University. However, if the first member is enrolled in the Graduate School, the second and third members will be eligible for the reduction only if the graduate student is registered for eight or more hours in a semester.

When the person to whom the reduction is to be granted is already receiving other types of aid, the reduction granted will be calculated on the difference of tuition minus all other grant and/or scholarship funds. Family Remission applicants receiving a full-tuition internal scholarship or remission will not be allowed the monetary benefit of any other Creighton University scholarship or remission. If the first member of the family has received a full-tuition internal scholarship, the reduction will not apply to the second member.

ATHLETIC SCHOLARSHIPS

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

LOANS

RECENTLY ENACTED CHANGES TO THE HIGHER EDUCATION ACT OF 1965, AS AMENDED, MAY ALTER THE TERMS, AWARD AMOUNTS, ELIGIBILITY REQUIREMENTS, DEFERMENTS AND OTHER ASPECTS OF THE FEDERAL LOAN PROGRAMS SHOWN UNDER THIS SECTION. INFORMATION UNDER EACH FEDERAL LOAN PROGRAM IS SUBJECT TO CHANGE WITHOUT NOTICE.

A loan is a type of financial aid that is repaid per the terms of the promissory note. Loan applications requiring a separate application (i.e., Stafford) must be received by the Financial Aid Office no later than the dates shown below. **Applications received after these deadlines may be rejected.**

Fall Term — October 30, or the next working day of the Fall Semester.

Spring term — March 15, or the next working day of the Spring Semester.

Summer term — Four (4) weeks prior to the last day of the enrollment period.

Federal Perkins Loan

This loan, which is funded by the Federal government, has an interest rate of five percent per year. No payment on the loan is due and no interest accrues while the student is enrolled in school at least half-time. Interest begins to accrue and repayment begins nine months after the student is no longer enrolled in school at least half-time.

Students may receive up to \$15,000 during their total undergraduate careers and up to \$30,000 during both their undergraduate and graduate/professional careers. **The student must have an exit interview with the Student Loan Accounts Manager prior to leaving Creighton University.**

Partial loan cancellation privileges are available for borrowers who enter certain fields of teaching, or who teach in designated schools. In addition, there are various conditions for which payment and interest are deferred. Deferment and cancellation provisions are listed on the promissory note.

Repayment of the loan is made to the Creighton University Student Loan Accounts Office. During repayment, the student will be billed on a monthly basis and must make a minimum monthly payment of \$40.00; students have a maximum repayment period of 10 years.

Students must complete and return the statement of rights and responsibilities sent with the award notification.

Federal Nursing Loan (FNL)

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

The student must have an exit interview with the Student Loan Accounts Manager prior to leaving Creighton University. Repayment is made to the Creighton University Student Loan Accounts Office. During repayment, students will be billed monthly and must make a minimum \$15.00 monthly payment. **Students must complete and return the statement of rights and responsibility sent with the award notification.**

Federal Subsidized Stafford Student Loan

A student may borrow from a bank, savings and loan association, credit union, or other lender, and a state or other private nonprofit agency will stand behind the loan. All students must demonstrate financial need to be eligible for this subsidized loan. The amount a student may borrow depends on the student's financial need but may not exceed the yearly limits, which are \$2,625 for freshmen, \$3,500 for sophomores and \$5,500 for juniors and seniors. An undergraduate student may borrow up to an aggregate maximum amount of \$23,000. An origination fee must be paid by the student and normally will be deducted from the loan before it is disbursed. The Federal government pays interest on the loan while the student is in school. The interest rate is variable but capped at 8.25 percent. **The student must have an exit interview with the Financial Aid or Business Office prior to leaving the University.**

Federal Unsubsidized Stafford Loan

An **unsubsidized** Stafford Student Loan is available to students not qualifying for a subsidized loan. Basic terms of the loan are identical except the borrower is responsible for payments of interest while in school. The Federal government **does not** make interest payments. The sum of both subsidized and unsubsidized Stafford loans may not exceed the annual or aggregate dollar limits listed above for dependent students. For independent students, the maximum yearly limits are \$4,000 to \$5,000, depending on grade level.

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

Application. The Stafford Loan application will be included with the award letter from the Creighton Financial Aid Office. After the student fills out his/her portion of the application, the school must complete its section. If the lender agrees to make the loan, the lender seeks approval from the guarantee agency and then sends the funds to the University, in one or more payments, for disbursement. **NOTE: Applications should be submitted to the Financial Aid Office no later than July 1 to ensure that the funds are available at fall registration.**

Federal Parent Loan (PLUS)

A parent of an undergraduate student may borrow from a bank, savings and loan association, credit union, or other lender, and a state or other private nonprofit agency will stand behind the loan. The PLUS loan is limited only by the total cost of education less other aid and has no aggregate maximum. Proceeds will be disbursed in two installments made payable to the school and the borrower. The Federal government does not pay the interest on the loan while the student is in school. Repayment and interest begin 60 days following the date of the second disbursement of loan proceeds. Interest rates vary but will not exceed 9 percent.

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

SHORT-TERM LOANS

Various University-Controlled Emergency Short-Term Loans are available to students for documented emergency expenses.

Eligibility: Currently enrolled Freshmen, Sophomore, Junior, and Senior students in the College of Arts and Sciences, College of Business Administration, and School of Nursing.

Amount: Up to \$200 a semester as fund balances permit.

Procedure: Applications are available through the Student Financial Aid Office. No short-term loans are offered during the first two weeks or final week of a semester, and none are available during the summer.

Terms: Any emergency short-term loan advanced must be repaid prior to the next semester's registration.

The following loan funds are available for a limited number of loans:

Ak-Sar-Ben Loan Fund; The William E. Belfiore Memorial Student Loan Fund; Catherine B. Currie Memorial Loan Fund; The Frank G. Ciochetto Memorial Loan Fund; The Bing Crosby Loan Fund; The Reverend Francis X. Reilly, S.J. Loan Fund; Father Michael Sheridan Memorial Loan Fund; The Student Loan Fund; The Webster Student Loan Fund; the Neil Cahill Loan Fund; and the St. Joseph Alumni Loan Fund.

The Agnew Loan Fund was established in 1931 by students of the University in honor of the late Very Reverend William H. Agnew, S.J., a former President of the University. This fund is administered by a special committee of the Student Board of Governors. Loans up to \$150 a semester are made to finance unforeseen emergency educational expenses and must be repaid in six months. Applications are available through the Student Board of Governors.

Note: Transcripts of credits are released only when short-term loans have been repaid in full.

Summer School Financial Aid

Financial aid during any summer term is normally limited to Pell Grant or Stafford Loan eligibility. University scholarships and other aid programs are not available. The Financial Aid Office has an institutional Summer Aid application which must be secured from and returned to the Financial Aid Office no later than May 1. Funding received during summer terms may affect aid funding for ensuing fall/spring terms.

Satisfactory Academic Progress

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

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

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

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

Baccalaureate Degree seeking students in Arts and Sciences, Business Administration, Nursing, or University College may receive financial aid for a total of 170 credit hours or until the degree is acquired, whichever comes first. Students in University College seeking an Associate Degree may receive financial aid for a total of 85 credit hours attempted or until the Associate Degree is obtained, whichever comes first.

Eligible students in University College seeking a certificate may receive financial aid for a total of 50 credit hours attempted or the course work required to complete the academic program, whichever comes first.

Transfer Students

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

Termination

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

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

Appeal

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

The following circumstances may qualify for a legitimate appeal:

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

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

STUDENT EMPLOYMENT

Federal Work-Study

If you wish to earn a portion of your educational expenses and can demonstrate financial need through the FAFSA, you may qualify for the Federal Work-Study program. Earnings under Federal Work-Study **are not credited** to your account. You will receive a paycheck every two weeks based on the number of hours you have worked.

Eligible students are paid at least the Federal minimum wage per hour. Students work at jobs on campus assigned to them through the Student Employment Office. A number of off-campus Community Service jobs are also available. The Financial Aid Office determines the number of hours you may work, based on your award value. Your exact work schedule should be designed flexibly so it won't interfere with classes.

A Federal Work-Study award normally requires working approximately 10-12 hours per week during the academic year. You must assume a normal employer-employee relationship under the program. If you fail to assume this relationship, you may lose your Federal Work-Study award.

Student Employment Services

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 computerized Job Listing System (JLS). Computers that can access JLS are located in the Student Employment Office, Brandeis 217, or through Creighton's World Wide Web home page <http://www.creighton.edu>

STUDENT SERVICES

When Creighton admits a student she does so with a sincere concern for the student's well-being. With this in mind, the following services, in addition to those described elsewhere in this bulletin, are designed to assist each student to attain fulfillment in the college environment.

CAREER SERVICES

Career Advising and Academic Planning

The Career and Academic Planning (CAP) Center is designed to assist students in reaching their academic and career goals by providing valuable resources in one convenient location. The Center is available to students seeking basic advising regarding their academic preferences and course requirements, course selection, clarifying career goals, career options, vocational testing, internships, field trips and career-related part-time employment. Career counselors are available to meet with students on an individual basis. The CAP Center is located in the Career Services Office in Room B03, Brandeis Hall.

Internships

The Career Services Office maintains information and listings for local, regional, and national internships. Sophomores are encouraged to contact the office prior to their junior year regarding the application process and specific qualifications.

Employment

The Career Services Office, located in Room B03, Brandeis Hall, offers opportunities for employment through its On-campus Recruiting Program, Resume Referral System, and comprehensive Job Listing Service. The Career Resource Library houses volumes of current information on specific companies, job trends, industry profiles, graduate schools and salaries.

Programs

The Career Services Office sponsors a number of seminars and workshops on resume writing, interviewing techniques, and job search strategies. Career fairs in the Fall and Spring semesters provide students with the opportunity to visit with representatives from a variety of businesses and organizations regarding career trends, internships, and employment opportunities. Additional information can be seen on the home page, <http://cujobs.creighton.edu>.

COUNSELING AND GUIDANCE

Counseling and Psychological Services

These professional services are designed to help students actualize themselves in the areas of effective learning, appropriate educational and vocational decision-making, and social and personal adjustment. In conjunction with counseling interviews, a complete selection of psychological tests and inventories are available to students so that they may explore values, interests, aptitudes, abilities, personality and lifestyle. Lifestyle includes both academic and social behaviors such as study skills and abusive drinking.

The staff are professionally trained psychologists and counselors who assist students with a wide range of developmental and crisis concerns. Students expressing concerns in areas such as studying, interpersonal relationships, communication, decision-making, choices of majors or occupations, or lifestyle and values clarification may benefit from talking with a staff member.

The staff members strive to be understanding, warm, and accepting—not making decisions for the student but assisting him or her in self-direction. Staff are specially trained and have experience with the counseling and psychological needs of the university student. Confidentiality is practiced and information is not released out of the service without the written consent of the student.

The Counseling and Psychological Services is located in Room 203, Brandeis Hall, 280-2733. Please call for an appointment.

Other Services

All entering freshmen are required to take the ACT Assessment or the Scholastic Aptitude Test (SAT). These tests provide results that are used for placement and counseling purposes. The test scores and other data also provide a basis for helping students to understand themselves better and to plan for more effective college careers. Students are welcome to consult with the Dean or with counselors for analysis of their capabilities as revealed by the test data.

Veterans' Service—is provided by the Registrar's Office. Veterans and others eligible for educational benefits administered by the Veterans Administration are given assistance concerning proper and advantageous use of their benefits and to simplify and expedite transactions with the government. Information and application forms for VA educational benefits are available at the Registrar's Office.

Campus Ministry—Members of the Campus Ministry team are ready at any time to talk over in a friendly and confidential manner the plans and problems which any student may wish to bring to them. The chaplain - counselors in the residence halls and the Jesuit counselors of the professional schools as well as the chaplains at St. John's are likewise available for helping students. A Lutheran chaplain is also available for counseling.

The Student Life Policy Committee—under the chairmanship of the Vice President for Student Services and including three faculty and seven student representatives and a representative from the Alumni Council, the Committee is concerned with those areas impacting a student's life and welfare while at Creighton University. It recommends policies and regulations pertaining to discipline, housing, student organizations, activities, social events, food service, and campus life. The Vice President for Student Services is primarily responsible for carrying forward these recommendations to their implementation.



STUDENT ORIENTATION

Summer Preview and Welcome Week are the foundations of Creighton's Orientation Program. Summer Preview is held in the summer and is an opportunity to familiarize parents and students with the University and its services. Students meet with a faculty adviser and can review their class schedules at this time. Welcome Week is held several days before classes begin in August. All new students, including freshmen and transfer students, are involved in activities designed to acquaint them with the many aspects of University life and help them begin to feel comfortable in their new surroundings. They also meet other students, go through registration procedures, and meet with faculty advisers.

STUDENT SUPPORT SERVICES PROGRAM

The Student Support Services Program at Creighton seeks to provide academic, emotional, and financial support for students who meet established Federal and program guidelines. In order to be eligible for program services, students must show need for academic services and meet one or more of the following criteria: first generation student status (when neither parent(s) has graduated from a four-year college with a baccalaureate degree); low-income, according to Federal guidelines; or disabled.

Enrolled participants receive academic advising, personal and career counseling, tutorial assistance, and assistance in applying for financial aid. A limited number of scholarships are available to program participants based on unmet financial need.

The Student Support Services offices are located in Markoe Hall, west of the Old Gymnasium. Call (402) 280-2749 for more information.

STUDENT HEALTH SERVICES

Student Health Services is committed to promoting health of the whole person through campus health, primary care, and insurance programs. Our Ignatian tradition integrates the physical, mental, spiritual, and emotional aspects of the student's life. Our goal is to educate and prepare the students to be their own health advocates.

All students may obtain complete health care through the Student Health Services. The following services are provided by Student Health personnel or through referral to medical specialists:

1. Office visits, required school exams, and annual physicals which include the services of a physician, nurse practitioner and physician assistant
2. Laboratory tests such as complete blood count, hematocrit, pap smears, urinalysis, monospot, and throat culture; x-rays; and EKGs
3. Minor surgeries
4. Allergy injections (extract provided by student)
5. Health education programs and materials
6. Inpatient hospital care
7. Medical subspecialty care and special x-rays, laboratory tests, and other diagnostic procedures
8. Injectable pharmaceuticals such as penicillin and immunizations.

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

How to Obtain Student Health Services

Appointments should be made for all health needs other than emergencies. Appointments can be made by calling 280-2735 Monday through Friday. 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 enable the best use of our available appointment times.

Students will be seen in the Student Health Services office located in the Kellom Valley Shops Center at 2530 Cuming Street.

Immunizations

All Creighton University students, full and part time, born on or after January 1, 1957, must comply with the Centers for Disease Control's recommendations regarding measles, mumps, and rubella immunity by completing the following criteria:

Measles:

Students are required to provide documentation of two measles immunizations.

- * The first must be after the first birthday and after December 1, 1967.
- * The second must be after 1979.

Mumps:

- * One immunization must be after 12 months of age.

Rubella:

- * One immunization must be given after the first birthday and after December 31, 1967.

Varicella:

- * Beginning with students admitted for the academic year 1999-2000, dates of **two** Varicella (chickenpox) vaccinations or a positive antibody titer are required for all Health Science students.

*** THE FOLLOWING FORMS OF DOCUMENTATION MAY BE SUBSTITUTED FOR THE CRITERIA LISTED ABOVE.**

1. Physician-diagnosed illness with certified data including month and year (except for rubella and varicella); OR
2. Reports of a titer proving immunity.

STUDENT HEALTH INSURANCE PLAN

Health insurance that covers both inpatient and outpatient medical services is required. Students who do not provide proof of other health insurance will be assessed on the tuition statement for the Student Health Insurance Plan. A completed waiver form and a copy of your health insurance card must be submitted as proof prior to or at the time of registration in order to comply with this policy. This proof must be submitted on a yearly basis or if there is a change in your health insurance coverage.

A complete announcement of the Student Health Insurance Plan will be sent to each student during the summer.

For additional information please contact Creighton Student Health Services at:

2530 Cuming Street, Omaha, Nebraska 68131-1632
Phone: (402) 280-2735, FAX: (402) 280-1859
<http://www.creighton.edu/StudentHealth>

ADMINISTRATION AND SUPERVISION

ACADEMIC ADMINISTRATION

Student Responsibility

Each student is personally responsible for completing all requirements established for his or her degree by the University, the student's College or School, and Department. It is the student's responsibility to inform himself or herself of these requirements. A student's adviser 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 in 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 vacation of approximately a month between semesters, and a week in the spring. Instruction is also suspended on legal holidays.

The Summer Session

The annual Summer Session includes a three-week pre-session and two five-week terms. These offer significant opportunities to entering freshmen, to students who wish to accelerate their studies and satisfy degree requirements, to teachers wishing 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.

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 fifty-minute period of recitation or lecture per week for one semester. Two or three fifty-minute periods of laboratory are 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 on page 157. Lower-division courses are numbered from 100 to 299; upper-division from 300 to 599; and graduate from 600 to 999.

Student Classification

Students in the Colleges of Arts and Sciences and Business Administration are classified according to the total number of semester hours and quality points they have earned:

Freshmen—those having up to 23 sem. hrs.

Sophomores—those having at least 24 sem. hrs. and a QPA of at least 2.00.

Juniors—those having at least 60 sem. hrs. and a QPA of at least 2.00.

Seniors—those having at least 96 sem. hrs. and a QPA of at least 2.00.

Students in the School of Nursing are classified according to the completion of specific curricular requirements and not merely on the basis of total semester hours.

Class Attendance

Creighton University's primary obligation is the total education of her students. Implicit in the achievement of this goal will be the student's conscientious attendance of classes and laboratory sessions. Freshmen in particular will be held accountable for regular attendance.

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

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

A student who has been unavoidably absent but cannot make up the work of the course will be permitted to withdraw without penalty. The student receives a W and no credit. A student who is dropped from a course for unexcused absences will receive the grade of AF (absence failure). Once a grade of AF has been assigned, the student is not eligible to receive a W (withdrawal).

Pass/No Pass Option

Beginning with their Sophomore year, students in good standing (cumulative QPA of 2.00 or above) may elect to register for courses on a Pass/No Pass (P/NP) grading basis. A limit of twelve Pass/No Pass hours will be permitted the eligible student. Courses to be taken on a P/NP basis must be selected from those outside the student's major and its supporting courses and educational courses leading to teacher certification. No CORE courses may be taken as P/NP. Course prerequisites must be met. Such hours passed will be counted toward graduation but will not be included in the quality-point average. Likewise, an NP does not affect the QPA. The grade of "C" will be the lowest pass grade. The P/NP status of a student is not made known to the instructor, who grades the student in the traditional manner. The final grade is converted to P or NP when the student's end-of-term grade report is processed. For all College of Business Administration students, P/NP will only be accepted for non-restricted electives.

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

Examinations and Grading

Final examinations in all courses are held at the close of each term (semester or summer session). Written tests and quizzes are held from time to time during the term, with or without previous notice to the students, at the discretion of the instructor. A student's scholarship rating in each of his or her courses is determined by the combined results of examination and class (and laboratory) work. This rating is reported by the instructor in accordance with the following grading system.

A	outstanding achievement and an unusual degree of intellectual initiative
B+	high level of intellectual achievement
B	noteworthy level of performance
C+	performance beyond basic expectations of the course
C	satisfactory work
D	work of inferior quality, but passing
F	failure—no credit
AF	failure for excessive absences
WF	failure because of unauthorized withdrawal
I	work incomplete
X	absence from final examination
AU	audited course only—no credit
P	pass—credit
NP	not pass—no credit
SA	satisfactory work
UN	unsatisfactory work (failure)—no credit
W	official withdrawal from a course—no credit

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

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. The instructor may agree to this mark when, as a result of serious illness or other justifiable cause, the work cannot be completed by the end of the term. 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 in the College of Arts and Sciences must submit a Completion of Course Agreement form in order 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 is one year from the start of the course. After one year the student must reregister for and satisfactorily complete the course if credit is desired. The I carries no penalty and does not affect the grade-point average. Student records will be audited periodically and students who show a consistent pattern of I's may be placed on academic probation.

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 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 in place of the I or X.

Graduating Senior Examinations

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

Grade Reports

Grade reports are made available to students each midsemester and at the end of each term (semester or summer) via Creighton's touch tone telephone grade reporting system and via the web. Access to the system may be gained by calling the special phone number and entering the student's ID number (usually the social security number) followed by the special access code number assigned by the Registrar's Office. Midsemester grades are available only through the telephone grade reporting system or the web. Printed copies of end of term grades are available in person through the student's dean or advisor. In addition a copy of final grades is also mailed to one of the following: (1) to the parent or guardian if requested by the student; (2) to the superior of religious; or (3) to the student at the home address if the report is not mailed as indicated in (1) or (2). It should be noted that Federal law accords parents of dependent students (regardless of the student's age) the right to grade reports without prior consent of the student. After grades are submitted by the instructors, grade reports are assembled and issued by the Registrar's Office.

Grade Appeals

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

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

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

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 guide-

lines 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.

Good Academic Standing—Quality-Point Requirements

To remain in good academic standing and to qualify for advancement and graduation, students, besides needing a given quantity of credit hours, must also achieve a certain quality of excellence determined on the basis of quality points.

Quality points are obtained by multiplying the number of hours assigned to a course by the quality-point value of the grade received in the course:

A yields 4 points for each hour	C yields 2 points for each hour
B+ yields 3.5 points for each hour	D yields 1 point for each hour
B yields 3 points for each hour	F, AF, and WF yield no points
C+ yields 2.5 points for each hour	

One’s quality-point average (QPA) is based only on work taken at Creighton and is computed by dividing the total quality points earned by the total number of hours of credit attempted including hours for courses failed (unless repeated and passed) and excluding credit hours for courses graded AU, P, NP, SA, or I. Thus 16 hours at straight C grades would give 32 quality points. Plainly, this QPA would be 2.00 (32 quality points earned divided by 16 semester hours attempted).

The terms “quality point” and “grade point” are synonymous, as are “quality-point average” and “grade-point average” The latter is abbreviated GPA.

Quality-Point Average Requirements

A cumulative quality-point average of at least 2.00 is required for graduation. The average shall be computed only on the basis of all work attempted at Creighton.

Any student whose cumulative quality-point average is below 2.00 at the end of any semester will be placed on academic probation. Removal of academic probation requires achievement of a cumulative quality-point average of 2.00.

Whenever a student's quality-point average falls below 2.00, the student may not be permitted to carry a full schedule of studies. The student may also be advised to drop all extracurricular activities.

Any freshman whose cumulative quality-point average is not at least 1.75 at the end of the Freshman year may be dropped for poor scholarship. In some cases if a Freshman student's QPA is exceptionally low at the end of the first term of the first year, the student may be dismissed for poor scholarship.

Any student whose cumulative quality-point average is not at least 2.00 at the end of the Sophomore year or at the end of any subsequent semester may be dropped for poor scholarship.

Any student who has been dropped for poor scholarship may not apply for readmission to the University until a full year has elapsed. If readmitted, the student is placed on final academic probation.

Satisfactory Progress Toward a Degree

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

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

Repeating Courses

A student cannot repeat a course for which a final grade of C or better (including P and SA) has been earned. A student who has received a final grade of D or F (including NP or UN) in a course may repeat the course. The course to be repeated must be repeated at Creighton, it must be registered for just as any other course, and it with the grade earned will be entered on the student's record. The credit and quality points for the highest grade earned (one grade only) will be used to calculate the student's QPA. As with all other course work attempted, the original course entry and grade (D, F, NP, or UN) remain on the student's permanent record and will appear on any transcript issued. Similarly, courses with marks of AF, WF, AU, or W also remain permanently on the student's record. If such a course is repeated, a new course entry and grade is entered in the term in which the course is repeated. Also see the policy on auditing courses on page 45.

Graduation Honors

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

Summa cum laude—for a QPA of 3.850-4.000

Magna cum laude—for a QPA of 3.700-3.849

Cum laude—for a QPA of 3.500-3.699

Dean's Honor Roll

Full-time undergraduate students who have completed a semester with a grade-point average of 3.5 or higher and with no grades of I, IX, IF, or X are placed on the Honor Roll for that semester in their respective college or school. Full-time students with a grade of S (Satisfactory) or P (Pass) in a given semester qualify for the Dean's Honor Roll if a 3.5 quality-point average is earned in the graded courses. Honor Roll designation appears on the student's report card, and names of the students are posted on bulletin boards in the Deans' offices.

College of Business Administration Dean's Honor Roll for Social Responsibility

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

Full-time undergraduate students in the College of Business Administration who have performed 24 hours of confirmed community service between the first and last class days in a semester (excluding finals week) and have attended one of the Synthesis Sessions during that semester are placed on the Dean's Honor Roll for Social Responsibility for that semester. Honor Roll designation appears on the students' transcripts; Certificates of Achievement are mailed to the students' home addresses; and names of the students are publicly posted.

Further Degree Requirements

A minimum of 128 semester hours is required for graduation, and students should check with their advisers and deans to be sure they have taken all the appropriate courses and fulfilled all necessary requirements. The Senior year consisting of the final thirty-two semester hours must be completed in attendance at Creighton University.

Transfer students must secure before graduation credits in all prescribed courses pertaining to the degree sought, and a minimum number of hours of a student's major must be taken at Creighton as follows: in the College of Arts and Sciences, at least fifteen; in the College of Business Administration, fifteen; in the School of Nursing, twenty. Students must earn at least 48 semester hours in residence to qualify for a degree.

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

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. 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.

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 the 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.

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 education records within 45 days of the day the University receives a request for access.

Students should submit to the Registrar, Dean, Department Chair, or other appropriate official, a written request that identifies the record(s) they wish to inspect. The University official will make arrangements for 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 education 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 education 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, the National Student Loan Clearinghouse or the Voice FX Corporation); 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 education record in order to fulfill his or her 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 education record of a student which generally would not be considered harmful or an invasion of privacy if disclosed. Directory information includes the student's full name, the fact that the student is or has been enrolled full time/part time status, local and permanent address(es), e-mail address, 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. 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.

SPECIAL PROGRAMS

Freshman Seminar Program

Freshman Seminar seeks to aid the freshman student to make a successful personal and social adjustment to university life. Seminars meet weekly during the first semester in groups of about 20 students under the leadership of a faculty member, assisted by student advisers. One credit hour is awarded for successful completion, graded satisfactory or unsatisfactory.

Students in the College of Arts and Sciences, register for FRS 111; students in the College of Business Administration register for FRS 112; students in the School of Nursing register for NUR 115.

Specifically, Freshman Seminar seeks to attain the goals of:

1. Guiding students in developing a personal curricular plan;
2. Providing the freshman advising program with an advising focus and a regular meeting occasion;
3. Assuring freshmen personal access to a faculty member;
4. Introducing freshmen to basic information about Creighton University, especially curricular requirements and options, campus services, and extracurricular opportunities;
5. Giving freshmen a clear interpretation of test and background data so that they can make realistic academic and career choices;
6. Enabling students to see the relationship between formal education in college and personal development;
7. Exposing students to the range of academic disciplines and the relationships between disciplines;
8. Examining with students their motives for choice of a career and an academic major; providing a realistic context for choice; and familiarizing students with the job market for college graduates.

Skills Development Program

The Skills Development Program for Freshmen assures that all students acquire necessary skills in major areas: writing, mathematics, and study skills. Participation may be required by the Dean's Office for those whose test scores indicate a need for further work in a skills area. Courses in this program are not applicable to CORE requirements but earn college credit.

Courses in the Skills Development Program include the following:

- ENG 100 Introduction to Composition
- MTH 101 Basic Algebra
- MTH 103 Intermediate Algebra
- CHM 105 Introductory Chemistry
- FRS 120 Becoming a Master Student

MILITARY SCIENCE

The Reserve Officers' Training Corps was authorized by the War Department and established at Creighton University in 1919. The program is a cooperative effort contractually agreed to by the Army and Creighton University as a means of providing junior officer leadership. It insures that men and women educated in a broad spectrum of American institutions of higher learning are commissioned annually in the Army officer corps.

Creighton's Military Science Program is an elective two-year or four-year program taken as any other elective course. Up to 21 credit hours may be earned through the Army ROTC Program. The four-year program includes a Basic Course, taken during the Freshman and Sophomore years, and an Advanced Course, normally taken during the Junior and Senior years. There is no service obligation connected with enrollment in the Basic Course.

Program Objectives

The program provides training designed to qualify students for an Army Commission while also preparing them for civilian executive and management positions. Hence, the student may earn a commission while earning an academic degree in a discipline of his or her choice. The curriculum is interdisciplinary and encourages reflective thinking, assessment, goal setting and problem solving. The books, uniforms and equipment needed by students for ROTC courses are furnished.

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

Advanced Course

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

Each Advanced Course student must attend a five-week Advanced Camp, normally at the end of the first year of the Advanced Course. Advanced Camp consists of the practical application of the instruction and skills learned at Creighton, with emphasis on leadership. Students are paid travel expenses to and from camp and an additional sum of approximately \$700. All accommodations, clothing, equipment, and food are provided.

A two-year program is available for students at or transferring to Creighton. Students enrolling in the two-year program must attend and successfully complete a five-week Basic Camp prior to entering the Advanced Course. Upon entering the Advanced Course, the two-year students follow the same curriculum as all other Advanced Course students. All students enrolled in the Advanced Course receive monthly subsistence payments of \$150 during the school year, or a total of \$1,500 during the calendar year.

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

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

Qualified SMP students may apply for scholarships under the Guaranteed Reserve Forces Duty Scholarship program. This is a two-year scholarship that could be worth nearly \$38,400. Other scholarships may also be available. In addition to the \$150 per month and the Reserve unit pay, SMP students are still eligible for selected GI Bill college assistance programs. Total monetary entitlements for even a nonscholarship SMP student during the two-year program could exceed \$3,800.

Special Opportunities

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

Numerous associated and allied programs and extracurricular activities are available to ROTC students. These are designed to broaden their knowledge and understanding of the military profession and to allow them to acquire and develop new skills.

ROTC Scholarships

Four- and three-year scholarships are available to all high school seniors who apply and are selected to receive these scholarships while they attend an institution offering a four-year Army ROTC program. Those students receiving a four- or three-year ROTC scholarship also receive a full room supplement award. The value of this supplement is equivalent to the current charge for a room in one of the four main campus residence halls (i.e., Swanson, Kiewit, etc.). To receive the room supplement, a student must enter Creighton with an ROTC scholarship commitment. Three-year scholarships are available to college students who elect to enroll in the ROTC program. Army ROTC scholarships pay up to \$16,000 per year for tuition, \$450 per year for books and fees, and \$150 per month during the school year. Four, three, and two year nursing scholarships are also available to qualified nursing students. Following Advanced Camp, nursing students may elect to attend a three-week nurse summer training program at one of many U.S. Army medical centers around the country for an intensive nurse perceptor program.

ROTC students who gain acceptance to a professional school in the medical field are eligible to apply for the Uniformed Services Health Professions Scholarship Program, which pays the recipient a monthly stipend plus tuition and other academic expenses. These scholarships are offered in medicine, osteopathy, and psychology (Ph.D., clinical or counseling). Students desiring graduate and professional education are permitted to apply for deferment of service obligation resulting from their ROTC enrollment until the completion of such additional studies. This educational delay is open to those pursuing advanced medical or legal professions. Feel free to call if there are any questions at (402) 280-1155/2828.

AIR FORCE ROTC (Aerospace Studies)

Air Force Reserve Officer Training Corps (AFROTC) training leading to a commission as a second lieutenant in the United States Air Force is available to qualified Creighton students through the AFROTC Program at the University of Nebraska at Omaha (UNO). Creighton students register for the courses at Creighton but attend Aerospace Studies Classes at UNO while pursuing their degree at Creighton. This opportunity results from an agreement between Creighton and UNO that permits Creighton students to participate in the Air Force ROTC Program at the University of Nebraska at Omaha.

High school seniors may compete for three and four-year AFROTC scholarships. Winners of these scholarships will receive a full residence hall room supplement upon activation of their scholarship at Creighton University. (Three-year scholarship winners must attend Creighton during their freshman year to receive this benefit when their scholarship is activated.) The two kinds of Air Force ROTC scholarships that can be applied at Creighton are the Type I and Type II. A Type I scholarship is an uncapped scholarship. Any and all tuition and fees are paid by the Air Force. A Type II scholarship is capped at \$15,000 yearly for tuition and fees. The student covers anything above that amount. In both cases \$450 a year is paid to offset the cost of books and each student receives \$150 per month for 10 or the 12 months in the year. This is a non-taxable allowance designed to offset the other costs associated with being a student.

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

Students interested in a medical career may compete for an AFROTC prehealth scholarship during their freshman year in AFROTC. This is a three-year scholarship for cadets applying during their freshman year. Sophomore cadets may compete for a two-year prehealth scholarship. After graduation, AFROTC cadets may apply for entrance into the Armed Forces Health Professions Scholarship Program. Upon acceptance into medical school, the scholarship covers tuition, books, and lab fees. Up to four years of graduate-level health professions schooling is authorized.

Students may enroll in the AFROTC program even if they are not scholarship recipients. These students receive \$150 per month during their junior and senior year. Eligible juniors and seniors can also receive the Professional Officer Candidate Incentive (POCI). The incentive pays \$3000 per year for tuition and fees and \$450 per year for books. Together with the monthly allowance, the POCI adds up to \$4950 per year. To be eligible, students must be within certain age requirements, maintain a 2.35 term and cumulative GPA and be in good standing in the program.

If interested in any of these programs please contact AFROTC Detachment 470, University of Nebraska at Omaha, to obtain further information (phone 402-554-2436).

The Aerospace Studies courses of the four-year program are listed on page 263.

ADVISERS FOR SPECIAL SCHOLARSHIP COMPETITIONS

Special advisers have been appointed to provide information and counseling for students who are eligible for certain scholarships. The scholarships and the special advisers from the College of Arts and Sciences are:

Fulbright	Dr. Richard J. White, Associate Professor of Philosophy
Goldwater	Office of the Dean, College of Arts and Sciences
Luce	Dr. Mary Ann Vinton, Assistant Professor of Biology
James Madison	Dr. Richard Super and Dr. Dennis Mihelich, Associate
Fellowship Program	Professors of History
Marshall	Dr. Bette N. Evans, Associate Professor of Political Science
Mellon	Dr. Bridget M. Keegan, Assistant Professor of English
National Science Foundation	Dr. Harry Nickla, Professor of Biology
Rhodes	Dr. Jerry H. Hoffman, Associate Professor of History
Rotary Club	Dr. Kathryn Thomas, Associate Professor of Classical
	and Near Eastern Studies
Truman and Eisenhower	Dr. Kenneth Wise, Associate Professor of Political Science
Udall	Dr. Kathryn Thomas, Associate Professor of Classical
	and Near Eastern Studies



PROGRAMS OF STUDY-I

CREIGHTON COLLEGE OF ARTS AND SCIENCES

GOALS OF LIBERAL EDUCATION

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

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

The College of Arts and Sciences provides a liberal education that requires disciplined inquiry but also allows students a wide range of elective choice within the curriculum. The College builds a foundation for a lifetime of responsible choices by shaping a reasonable structure of required courses, the Curriculum (CORE), that exposes students to the core elements of the arts and sciences.

The Core Curriculum addresses fundamental concepts, values and methods of scholarly inquiry and intellectual debate. CORE courses develop the general critical, ethical, analytical and expressive skills that are essential tools of educated persons.

Against this general background each student in the College focuses his or her development in a major subject, which provides depth and facility in one of the arts or sciences.

GENERAL REQUIREMENTS FOR A BACHELOR'S DEGREE

Liberal education at Creighton requires each student to select a program of courses to assure breadth of general knowledge and competence in the skills of an educated person (the Core Curriculum), knowledge of an area in depth (the major and support area), and freedom for discovery (elective course work).

Completion of a bachelor's degree requires a minimum of 128 semester hours, including 48 hours in courses numbered 300 or above. Students must complete a minimum of 49 hours in the Core Curriculum (the remaining 12-15 hours could be waived via skills testing). In addition, students must complete a major program in one of the departments of the college and an approved sequence of support courses.

Normally, students must register for not less than twelve hours nor more than eighteen hours in each semester. The privilege of carrying more than eighteen hours is contingent upon the student's quality-point average and requires special approval of the Dean.

The Core Curriculum provides each student with the opportunity to develop ethical and religious understanding and conviction, to achieve a broad understanding of human

culture and society, and to acquire competence in methods of knowing and investigating, and in forms of communication and creative expression.

The *major* concentrates a student's studies according to talents, interests, and future plans. A minimum of 18 semester hours as specified by a department is required to complete a major. Students should declare their choice of a major by the end of the Sophomore year.

In addition, each student completes a support area consisting of a minimum of 12 hours in one or more fields allied to the major. Such courses are chosen with the approval of the student's major department. Elective courses, chosen with the advice of a student's academic adviser, allow fuller development of skills and interests or support career or personal aspirations.

Majors and Co-Majors for Business Administration and Nursing Students

Students in the School of Nursing and the College of Business Administration may complete an additional major field of concentration or co-major in the College of Arts and Sciences. The second major or co-major is in addition to the BSN or BSBA degree earned; students **do not** receive a second degree from Arts and Sciences. Requirements of the majors and co-majors are listed in each department's entry in the bulletin. Nursing students should contact the Associate Dean of Student Affairs in the School of Nursing and business students should contact the Dean of the College of Business Administration for advising and for referral for the application.



CORE CURRICULUM REQUIREMENTS

The Core Curriculum (CORE) course requirements are organized into five categories. Each course in the CORE meets specific College criteria. Students must complete the designated number of hours for each category in approved courses from the lists below.

CATEGORY A — Theology, Philosophy and Ethics — 18 hours

Christianity in Context (Theology) — 3 hours
Scripture (Theology) — 3 hours
Christian Theology (Theology) — 3 hours
God and Persons: Philosophical Reflections (Philosophy) — 3 hours
Foundations for Ethical Understanding (Philosophy/Theology) — 3 hours
Senior Perspective (Interdisciplinary) — 3 hours

CATEGORY B — Cultures, Ideas, and Civilizations — 18 hours

Critical and Historical Introduction to Philosophy (Philosophy) — 3 hours
The Modern Western World (History) — 3 hours
History of Non-Western World (History) — 3 hours
World Literature I: Pre-1600 (Classical Civilization/English) — 3 hours
World Literature II: Post-1600 (Classical Civilization/English) — 3 hours
International/Global Studies (Choice) — 3 hours

CATEGORY C — Natural Science — 7 hours

May be taken from one or more departments (Must include one laboratory)
Atmospheric Sciences/Biology/Chemistry/Environmental Science/Natural Science/Physics

CATEGORY D — Social and Behavioral Sciences — 6 hours

Must be taken from two different fields
Anthropology/Economics/Political Science/Psychology/Sociology

CATEGORY E — Skills — 12-15 hours

* College Writing (ENG 150) — 3 hours
* Mathematics (MTH 201 or 245) — 3 or 4 hours
* Speech (COM 152 — 3 hours or Studio/Performing Arts) — 3 hours
* Language (Classics or Modern) — 6 hours 100-level if new language or 3 hours 200-level if previous knowledge of language

*May take test to fulfill requirement.

Certified Writing Courses — 4 approved writing intensive courses may “double count” toward CORE or major requirements

Courses taken on Pass/No Pass basis may not be used to fulfill CORE requirements.

NOTE: The Core Curriculum courses listed are approved at the time of this Bulletin printing. Please check with the College of Arts and Sciences office or future Bulletins for additional courses.

CORE CATEGORY A — THEOLOGY, PHILOSOPHY, AND ETHICS

Theology — (Required: THL 100, 2XX-Scripture course, 3XX-Christian Theology course)

THL 100 — Christianity in Context
THL 101 — Honors Christianity in Context

Scripture:

THL 200 — Introduction to the Bible
THL 201 — Reading the Old Testament
THL 202 — Creation and Apocalypse
THL 203 — Biblical Ancestors and Heroes
THL 207 — Reading the New Testament
THL 208 — New Testament Communities and Their Stories
THL 209 — The Synoptic Gospels: The Life of Jesus
THL 210 — Applying the Memory of Jesus: The Community of John
THL 212 — Paul and His Legacy
THL 215 — Honors Reading the Old Testament

THL 219 — Honors Synoptic Gospels

Christian Theology:

THL 325 — Catholicism: Creed and Question

THL 326 — Defending the Christian Faith

THL 335 — Jesus Christ: Yesterday and Today

THL 336 — Belief and the Quest for Christian Identity: Theological Explorations

THL 337 — Nature, Grace and Sin

THL 338 — Eucharist: Sacrament of Unity or Disunity?

THL 339 — Theology of Church and Sacraments

THL 344 — Theology of Christian Marriage

Philosophy (Required: PHL 320)

PHL 320 — God and Persons: Philosophical Reflections

PHL 323 — Honors God and Persons: Philosophical Reflections

Ethics (Required: PHL 250 or THL 250 or JPS 250)

PHL 250 — Philosophical Foundations for Ethical Understanding

THL 250 — Theological Foundations for Ethical Understanding

JPS 250 — Theological Foundations for Ethical Understanding

PHL 253 — Honors Philosophical Foundations for Ethical Understanding

Senior Perspective: (Required: Interdisciplinary course)

SRP/ANT/SWK 409 — Race and Gender Relations: Moral and Ethical Dilemmas

SRP 412 — Sickness, Disability and Healing in the Biblical and Modern Worlds

SRP/PHL/THL 420 — Science and Religion

SRP/SWK 422 — Children of Poverty: An Interdisciplinary Perspective

SRP 424 — Can the Christian Life Be Heroic?

SRP/AMS 426 — The West of the Imagination: Art, History and Myth of the American West

SRP 430 — Ethics and Market Reforms in the Post-Communist Countries

SRP/HIS/MTH 431 — Mathematical History, Philosophy and Ethics

SRP/ENG 433 — The Mobile Heart: Permanence and Change in Modern British and American Culture

SRP/ENG/PHL 435 — Literature, Philosophy, and Economics: Critical Representations of Commercial Life

SRP 437 — The Environment and Race, Class, and Gender

SRP/ENG 439 — Literacy, Technology, and Humanity: How Technology Shapes Cultural Literacy

SRP/ANT/JPS/PLS 444 — Non-Violence and Peaceful Resolution of Conflict: Cross-Cultural and Political Perspectives

SRP/EVS/SOC 455 — Food, Society, and Environment

SRP/HAP/PHL/THL 457 — Biomedical Ethics: Philosophical and Theological Approaches

SRP/AMS/BKS/HIS/PLS 482 — Race in America: Idea and Reality

SRP/COM/EDU/THL 488 — Personal and Spiritual Dimensions of Leadership

SRP/JMC/SOC 489 — Social Images of Cultural Minorities

CORE CATEGORY B — CULTURES, IDEAS, AND CIVILIZATIONS

Philosophy — (Required: PHL 107)

PHL 107 — Critical and Historical Introduction to Philosophy

PHL 109 — Honors Critical and Historical Introduction to Philosophy

History — (Required: HIS 101 and non-Western World course)

HIS 101 — The Modern Western World

Non-Western:

HIS 103 — The Asian World

HIS 104 — The Latin American World

AFS/BKS/HIS 106 — The African World

HIS 107 — The Middle Eastern World

Literature — (Required: World Literature I and World Literature II)

CNE/ENG 120 — World Literature I

CNE/ENG 122 — Honors World Literature I

ENG 121 — World Literature II

ENG 123 — Honors World Literature II

International/Global Studies:

AFS/BKS/PLS 311 — Politics of Africa

AFS/ANT/BKS 342 — Peoples and Cultures of Sub-Saharan Africa

AFS/ANT/BKS 347 — Peoples and Cultures of Africa and Middle East

AFS/BKS/THL 356 — Christianity in Africa

AFS/BKS/ENG 390 — Introduction to African Literature
 AFS/BKS/ENG 398 — Literature of Francophone Africa
 AFS/BKS/HIS 489 — Southern Africa: The Politics of Race
 ANT/HAP/SOC 317 — Global Health Issues
 ANT 346 — People and Cultures of Latin America
 ANT 348 — People and Cultures of Asia
 ANT/SOC 350 — Social Change
 ANT 360 — Gender and Culture
 ANT 363 — Socio-Cultural Construction of Health, Illness and Healing
 ANT/CNE/THL 525/526 — Syro-Palestinian Archaeology and the Bible I, II
 ART 319 — Art International
 ART 386 — History and Aesthetics of Latin American Photography
 ECO 408 — Current Issues in Soc Econ and Pol Economy
 ECO/INR 518 — Comparative Economic Systems
 ECO 528 — International Economic Development
 EDU 315 — World Geography
 EVS/SOC 307 — Demography: World Population Issues
 HIS 347 — The Arab-Israeli Conflict: Struggle for the Holy Land
 JMC 365 — International Mass Communications
 MUS 375 — Music of the World's Peoples
 PHL/THL 353 — Introduction to Buddhism
 PLS 303 — Politics of Russia and the USSR Successor States
 PLS 305 — Eastern European Political Systems
 PLS 313 — Politics of the Middle East
 PLS 314 — Politics of Post Communist South Eurasia
 PLS 315 — Politics of Asia
 PLS 317 — Latin American Government and Politics
 PLS 319 — Politics of Developing Areas
 PLS 340 — International Politics
 PLS 345 — International Political Economy
 PLS 347 — International Regimes
 PLS 405 — Ethnicity, Nationalism and Democracy
 PLS 435 — Global Poverty and Development
 PLS 472 — International Conflict
 PLS 537 — International Law
 SOC/EVS 355 — Environment and Society: Sociological Perspectives
 SOC 485 — Sociology of the Caribbean: Dom. Rep. and Haiti
 SWK 365 — Issues of Native American Experience
 THL 357 — Introduction to Islam
 THL 359 — Living Religions of the World

CORE CATEGORY C — NATURAL SCIENCES

(Required: 7 hours — must include one lab course)

ATS/EVS/NSC 113 — Introduction to Atmospheric Sciences
 ATS/EVS/NSC 114 — Introduction to Atmospheric Sciences Laboratory
 ATS/NSC 231 — Severe and Unusual Weather
 BIO 111 — Life Science Investigations
 BIO 141 — Charles Darwin: Life and Impact
 BIO 149 — Human Biology
 BIO 204 — Biological Understanding
 BIO 211 — General Biology: Molecular and Cellular
 BIO 212 — General Biology: Organismal and Population
 CHM 207 — General Chemistry I
 CHM 208 — General Chemistry II
 NSC/PHY 107 — Introductory Astronomy
 NSC/PHY 108 — Astronomy Laboratory
 NSC/PHY 127 — Sound and Music
 NSC/PHY 137 — Light, Color and Lasers
 NSC/PHY 147 — Einstein and Modern Physics
 NSC/PHY 188 — Physics in the Everyday World
 NSC 205 — Natural Science I
 NSC 206 — Natural Science II
 PHY 187 — Introduction to Physics
 PHY 211 — General Physics I
 PHY 212 — General Physics II

CORE CATEGORY D — SOCIAL AND BEHAVIORAL SCIENCES

(Required: 2 courses — must be separate departments)

ANT 111 — Human Variation
ECO 203 — Introductory Microeconomics
EDU 207 — Educational Psychology (EDU majors only)
EDU 210 — Child and Adolescent Development (EDU majors only)
PLS 101 — Introduction to Politics
PLS 103 — Honors Introduction to Politics
PLS 105 — Introduction to World Politics
PLS 121 — American Government and Politics
PLS 215 — Comparative Political Systems
PSY 111 — Introductory Psychology
SOC 101 — Self and Society
SOC 223 — Social Problems: Values, Issues and Public Policy

CORE CATEGORY E — SKILLS

College Writing (Required: ENG 150)

ENG 150 — Rhetoric and Composition

Mathematics (Required: MTH 201 or MTH 245)

MTH 201 — Applied Mathematics

MTH 245 — Calculus I

Speech/Studio/Performing Arts (Required: COM 152 or Studio/Performing Arts course)

COM 152 — Principles of Communication Competence

COM 153 — Honors Principles of Communication Competence

Studio/Performing Arts:

ART 104 — Elementary School Art (EDU majors only)

ART 105 — Art Fundamentals

ART 153 — Three Dimensional Design

ART 211 — Introductory Ceramics

ART 253 — Beginning Sculpture Studio

ART 271 — Photography Studio I

ART 390 — Sculptural Glass Casting

DAN 101 — Introduction to the Dance

DAN 110 — Dance Workshop I

DAN 121 — Basic Modern Dance I

DAN 131 — Classical Ballet Studio Basic I

MUS 208 — Jazz Ensemble

MUS 209 — Gospel Choir I

MUS 212 — University Chorus I/II

MUS 218 — Wind Ensemble I

MUS 219 — Javanese Gamelan

MUS 220 — University Chorus

MUS/THR 271 — Voice Class

MUS 313 — Chamber Choir

THR 121 — Oral Interpretation of Literature

THR 131 — Beginning Acting

THR/DAN 153 — Stagecraft

Languages (Required: 3 hours at 2XX level if previous knowledge of language or 6 hours at 1XX level if learning a new language.)

FRN 111/112 — Beginning French I and II

FRN 115 — Intensive Beginning French

FRN 211 — Intermediate French I

GER 111/112 — Beginning German I and II

GER 115 — Intensive Beginning German

GER 211 — Intermediate German I

GRK 101/102 — Beginning Greek I and II

GRK 201 — Selected Readings in Classical Greek

HEB 101/102 — Beginning Classical Hebrew I and II

JPN 111/112 — Beginning Japanese I and II

JPN 211 — Intermediate Japanese I

LAT 101/102 — Beginning Latin I and II

LAT 115 — Intensive Beginning Latin

LAT 201 — Intermediate Latin I

RUS 111/112 — Beginning Russian I and II

SPN 111/112 — Beginning Spanish I and II
SPN 115 — Intensive Beginning Spanish
SPN 150 — Native Spanish I (DR)
SPN 211 — Intermediate Spanish I
SPN 250 — Native Spanish II (DR)

CERTIFIED WRITING COURSES

AFS/BKS/PLS 311 — Politics of Africa
AFS/BKS/THL 356 — Christianity in Africa
AFS/BKS/ENG 390 — Introduction to African Literature
AFS/BKS/ENG 398 — Literature of Francophone Africa
AFS/BKS/HIS 489 — Southern Africa: The Politics of Race
AMS/SOC 310 — Religion and Contemporary American Society
AMS/PLS/SWK 339 — Public Policy and Poverty in the U.S.
AMS/BKS/HIS/PLS/SRP 482 — Race in America
AMS/HIS 302 — American Studies Seminar: The American Character
AMS/ANT 345 — Sports in American Culture
AMS/SRP 426 — The West of the Imagination: Art, History, and Myth of the American
West
AMS/EVS/HIS 462 — The Land in the American Experience
AMS 491 — Senior Seminar
ANT/EVS/SOC 307 — Demography: World Population Issues
ANT/SOC 312 — Research Methods in the Social Sciences
ANT/SOC 350 — Social Change
ANT 360 — Gender and Culture
ANT 362 — Applied Anthropology
ANT 363 — Socio-Cultural Construction of Health, Illness, and Healing
ANT/JPS/PLS/SRP 444 — Non-Violence and Peaceful Resolution of Conflict: Cross-
Cultural and Political Perspectives
ART 361 — Art of the Renaissance in Europe
ART 369 — Modern European Art
ART 386 — History and Aesthetics of Latin American Photography
ATS 542 — Radar Remote Sensing
ATS 574 — Stratospheric Dynamics
BIO 419 — Molecular Biology Laboratory
BIO/EVS 481 — Terrestrial Ecology
BIO/EVS 487 — Marine Ecology Laboratory
BIO 491 — Biological Investigations
BIO 532 — Cell Biology
BIO/EVS 549 — Environmental Physiology
BIO 563 — Introduction to Neurobiology Lab
BIO/EVS 572 — Animal Behavior Laboratory
BKS/ENG 393 — African-American Literature
CHM 342 — Physical Chemistry I
CHM 444 — Physical Chemistry II
CHM 497 — Directed Independent Research
CNE 306 — Literature of Ancient Greece
CNE 308 — Literature of Ancient Rome
CNE 311 — Classical Mythology
CNE 313 — The Hero in Antiquity
CNE/PHL 410 — Stoicism
CNE/HIS 420 — Selected Topics in Ancient History
CNE 425 — Fable Literature
CNE/THL 520 — The Dead Sea Scrolls
CNE/HIS/THL 524 — History of Ancient Israel
COM/ENG 310 — Writing Strategies for the Organization
COM/ENG 312 — Mass Media and Modern Culture
COM/EDU 320 — Leadership: Theories, Styles, and Skills
COM 321 — Persuasion
COM 361 — Interpersonal Communication
COM/ENG 380 — History and Criticism of Cinema
COM/SOC 440 — Gender Communication
COM/EDU/SOC 463 — Organizational Assessment
COM 464 — Organization Training and Development
COU 575 — Introduction to Peer Education in Student Development Programming

ECO 408 — Current Issues in Social Economics and Political Economy
 ECO 528 — International Economic Development
 EDU 210 — Child and Adolescent Development
 EDU 311 — Teaching of Reading
 EDU 424 — Speech and Language Development of the Exceptional Child
 EDU 425 — Procedures for Mainstreaming the Mildly/Moderately Handicapped Student in the Regular Classroom
 ENG 251/252 — Advanced Composition
 ENG 254 — Writing About Literature
 ENG 300 — Introduction to Creative Writing
 ENG 301 — Creative Writing: Narrative Forms
 ENG 302 — Creative Writing: Poetic Forms
 ENG 315 — Technical and Professional Writing
 ENG 381 — Literature and the Environment
 ENG 410 — Women in Literature
 ENG 420 — Utopian Literature
 ENG/SRP 433 — The Mobile Heart: Permanence and Change in Modern British and American Culture
 ENG/PHL/SRP 435 — Literature, Philosophy, and Economics: Critical Representations of Commercial Life
 ENG/SRP 439 — Literacy and Technology: How Technology Shapes Cultural Literacy
 ENG 482 — Senior Seminar III: Special Topics in Amer. Literature
 ENG 532 — The Irish Renaissance
 EVS/PLS 333 — Environmental Politics and Policy
 EVS/SOC 355 — Environment and Society: Sociological Perspectives
 EXS 350 — Nutrition for Health and Sports Performance
 EXS 407 — Basic Statistics and Research Design
 EXS 491 — Exercise Leadership and Program Administration
 HAP/PHL/SRP/THL 457 — Biomedical Ethics: Philosophical and Theological Approaches
 HIS 300 — Historiography
 HIS 400 — Research Methods in History
 HIS/MTH/SRP 431 — Mathematical History, Philosophy and Ethics
 HIS 500 — Senior Seminar
 JMC 213 — Writing Practicum
 JMC 219 — News Reporting
 JMC 321 — Public Affairs Reporting
 JMC 333 — Newswriting for the Electronic Media
 JMC 339 — Case Studies in Public Relations
 JMC 341 — Public Relations Writing
 JMC 361 — Technical Public Relations Writing
 JMC 433 — Advertising Media Writing
 JMC 477 — Advanced Newspaper Production
 MTH 581 — Modern Algebra I
 MTH 591 — Analysis I
 NSC 205 — Natural Sciences I
 NSC 206 — Natural Sciences II
 PHL 331 — Moral Philosophy
 PHL/THL 353 — Introduction to Buddhism
 PHL 357 — Bioethics
 PHL 358 — Social and Political Philosophy
 PHL 371 — History of Hellenistic Philosophy
 PHL 372 — History of Medieval Philosophy
 PHL 373 — History of Modern Philosophy
 PHL/SRP/THL 420 — Science and Religion
 PHL 450 — Philosophy and Commercial Societies
 PHL 462 — The Thought of John Paul II
 PHY 491 — Physics Seminar
 PHY 562 — Nuclear Instruments and Methods
 PLS 215 — Comparative Political Systems
 PLS 301 — Western European Political Systems
 PLS 303 — Politics of Russia and the USSR Successor States
 PLS 305 — Eastern European Political Systems
 PLS 313 — Politics of the Middle East
 PLS 314 — Politics of Post Communist South Eurasia
 PLS 315 — Politics of Asia

PLS 317 — Latin American Government and Politics
 PLS 319 — Politics of the Developing Areas
 PLS 326 — Governing Metropolitan Areas
 PLS 331 — Managing the Public and Non-Profit Sectors
 PLS 337 — Constitutional Law
 PLS 342 — Foreign Policy and Diplomacy of Major Powers
 PLS 345 — International Political Economy
 PLS 347 — International Regimes
 PLS 362 — Conservative Political Thought
 PLS 367 — Theory of Law
 PLS 405 — Ethnicity, Nationalism and Democracy
 PLS 435 — Global Poverty and Development
 PLS 436 — Politics of Science and Technology
 PLS 438 — Contemporary Issues in Civil Liberties
 PLS 491 — Senior Research Seminar in Political Science
 PSY 312 — Experimental Psychology Laboratory
 PSY 333 — Psychology and the Law
 PSY 334 — Human Sexuality
 PSY 491 — Honors Seminar
 SOC 312 — Research Methods in Social Science
 SOC 320 — Sociology of Deviant Behavior
 SOC 321 — Sociology of the Criminal Justice System
 SOC 323 — Law and Society
 SOC 333 — Social Psychology
 SRP 412 — Sickness, Disability, and Healing in the Biblical and Modern Worlds
 SRP 424 — Can the Christian Life be Heroic?
 SRP 430 — Ethics and Market Reforms in the Post-Communist Countries
 SRP 437 — The Environment and Race, Class, and Gender
 SWK 275 — Human Behavior and the Social Environment
 SWK 301 — Social Welfare Policy
 SWK/SRP 422 — Children of Poverty: An Interdisciplinary Perspective
 THL 336 — Belief and the Quest for Christian Identity: Theological Explorations
 THL 354 — Introduction to Judaism
 THL 357 — Introduction to Islam
 THL 359 — Living Religions of the World
 THL 492 — Senior Seminar for Theology Majors
 THL 509 — The Gospel of Luke and the Acts of the Apostles
 THL 516 — The Book of Revelation
 THL 518 — Women and the Bible
 THL 531 — Studies in Early Christianity
 THL 552 — The Christian Church: Keeping the Faith Through Shifting Paradigms
 THL 561 — Finding God in Daily Life: Prayer and Discernment
 THL 563 — Contemporary Moral Problems
 THL/JPS 565 — Catholic Social Teaching
 THL 566 — Sin, Sex, and Intimacy
 THL 568 — Women in the Christian Tradition
 THL 571 — Understanding and Dealing with Suffering: Hebrew and Christian Perspectives
 THL 580 — Christianity and Modern Humanism

Field of Concentration

The field of concentration, the area in which most of a student's advanced work centers, consists of a **major** and a group of related courses to **support** and strengthen the major field of study. A student must achieve a cumulative quality-point average (QPA) of at least 2.00 for the minimum requirements of both the major and supporting courses in order to qualify for graduation.

By the close of the sophomore year, each student must select a field of concentration. When a student decides upon a major, the student files an application at the Arts and Sciences Office. A student's lower-division prerequisite work in a department must have been satisfactory and the student's overall QPA must be 2.00 or above. If the student has met any admissions criteria established by the department, the chair of the department may admit the student to the major in that field.

The following subjects are offered as major fields of study in Arts and Sciences for the Bachelor of Arts or Bachelor of Science degree. Specific requirements are given under each department's listing in the Courses of Instruction Section.

American Studies	History
Anthropology	International Relations
Applied Communication	International Studies
Applied Computer Science	Journalism and Mass Communication
Art	Print and Broadcast News
Art History	Public Relations
Studio Art	Advertising
Arts Management	Visual Communications
Atmospheric Sciences	Justice and Society
Applied and Environmental	Latin
Meteorology	Latin Teaching
Graduate School Preparation and	Mathematics
Research	Ministry
Biology	Music
Chemistry	Organizational Communication
Chemistry Education	Philosophy
Classical and Near Eastern Civilizations	History
Computer Science	Problems
Corporate Communication	Physics
Economics (See page 119.)	Physics
Education	Health Science Physics
Elementary Education	Physics/Engineering Dual/Degree
Special Education K-6	Political Science
Secondary Education (Co-major)	Public Policy
Special Education 7-12	Legal Studies
English	Psychology
Creative Writing	Social Work
Irish Literature	Sociology
Environmental Science	Spanish
Global Environmental Systems	Theatre
Environmental Pollution	Theology
Organismal/Population Ecology	
Environmental Policy and Society	
Exercise Science	
French	
German	
Graphic Design	
Greek	
Health Administration and Policy	

The Classical Bachelor of Arts degree is awarded to students who complete the following: (1) four semesters of Latin or Greek beyond the 200-level; and (2) four semesters of another classical or modern language.

In addition to the regular B.A. and B.S. degree programs, the College of Arts and Sciences also offers certain degree programs providing greater concentration in a specific academic field or a professional field. The course requirements for these degrees, listed below, are given under the respective department's listing in the Courses of Instruction section.

- Bachelor of Fine Arts* (B.F.A.) — major Art, Theater
- Bachelor of Science in Atmospheric Sciences* (B.S.Ats.) — major Atmospheric Sciences
- Bachelor of Science in Chemistry* (B.S.Chm.) — major Chemistry
- Bachelor of Science in Computer Science* (B.S.C.S.) — major Applied Computer Science
- Bachelor of Science in Environmental Science* (B.S.Evs.) — major Environmental Science
- Bachelor of Science in Mathematics* (B.S.Mth.) — major Mathematics, Applied Mathematics, Medical Mathematics, Mathematics/Computer Science
- Bachelor of Science in Physics* (B.S.Phy.) — major Physics
- Bachelor of Science in Sociology* (B.S. Soc.) — major Sociology
- Bachelor of Social Work* (B.S.W.) — major Social Work

Double Majors

Students in the College of Arts and Sciences may complete more than one major program. Students completing more than one major are responsible for all the normal requirements, including specified support courses, for these programs. The student must choose one major and the corresponding degree to be inscribed on the diploma. Students in the College of Arts and Sciences do not receive dual degrees. All major programs completed, however, are indicated on the student's official transcript.

Co-Majors

Some departments offer the student the opportunity to complete a co-major in addition to his/her major. Co-majors offer students the opportunity to develop substantial knowledge in an area but do not require a support area and may allow students greater flexibility in the choice of courses. A minimum of 24 credit hours in a department is required to complete a co-major. Students must achieve a cumulative QPA of 2.00 in courses toward the co-major. No more than six credits counted toward the major field may be counted toward the co-major.

The following co-majors are available:

African Studies	German	Secondary Education
American Studies	History	Sociology
Anthropology	International Studies	Spanish
Applied Communication	Justice & Peace Studies	Theology
Art	Organizational	
Art History	Communication	
Studio Art	Performing Arts:	
Biology	Dance	
Business ¹ (Certificate only)	Music	
Classical and Near Eastern	Theatre	
Civilizations	Philosophy	
Creative Writing	Physics	
English	Political Science	

¹See Certificate in Business Administration on page 102.

ASSOCIATE DEGREES

Refer to pages 136-138 for information about Associate Degree programs.

SPECIAL PROGRAMS

Creighton House

For undergraduate students seeking a campus environment and life-style more like a home than a dormitory, Creighton offers a special educational experience. In its most fundamental purpose and goal, Creighton House is a community of students who spend a year together learning how to live, study, and work with each other. Located at 2104 Davenport Street, comfortable and spacious Creighton House accommodates approximately 30 students who are selected primarily for their desire and potential ability to build and enjoy community life. Providing individual and group guidance are the Resident Director and the Jesuit Chaplain, as well as associated faculty members.

The Creighton House academic component normally consists of a noncredit lecture series, featuring invited speakers from campus and the community, held in the House during the Fall term. During the Spring term, residents undertake Community Service (CHS 351, 3 sem. hrs.), under the supervision of the Director and a service professional from the Omaha area. The student's remaining courses each semester are selected from normal college and major offerings.

The academic focus of the house is debate, creative writing, and theater arts. Students majoring in or interested in one or more of these areas are encouraged to apply, though all students are eligible for residency, regardless of academic interest.

Certificate in Business for Arts and Sciences Students

In cooperation with Creighton's College of Business Administration, students in the College of Arts and Sciences can earn a Certificate in Business Administration from the College of Business Administration. Students wishing to complete this program must file an application with the Undergraduate Coordinator of the College of Business Administration no later than the beginning of the Junior year.

At least 19 of the 31 semester hours of courses required to complete this program must be taken in residence at Creighton. In addition, students must achieve a cumulative QPA of 2.00. Arts and Sciences students are limited to no more than 31 semester hours of College of Business Administration courses.

<i>Required Courses</i>	<i>Sem. Hrs.</i>
Accounting 201 — Principles of Accounting I	3
Accounting 202 — Principles of Accounting II	3
Management Information Systems 353 — Management Information Systems	3
Business 201 — Legal Environment of Business	3
Business 229 — Statistical Analysis	4
Economics 203 — Principles of Microeconomics	3
Economics 205 — Principles of Macroeconomics	3
Finance 301 — Managerial Finance	3
Management 301 — Managerial Process and Organizational Behavior	3
Marketing 319 — Principles of Marketing	3

Creighton University Intensive English Language Institute (IELI)

The Intensive English Language Institute (IELI) is an intensive language program designed primarily to meet the needs of persons whose native language is not English and who need to improve their English skills before entering a U.S. college or university. A full-time IELI schedule totals 20-25 class hours per week and includes courses in reading, grammar, writing, listening, and speaking. There is also a language lab. These courses, which form the core of the program, are supplemented by study skills in

conjunction with visitation to a regular university course, and, when the need arises, by English for Special Purposes (ESP) and Computer-Assisted Instruction (CAI).

The IELI offers seven levels of instruction from high beginning to advanced in each major skill area. Students are placed at an appropriate level upon entry and are eligible to apply to the University whenever they meet the established criteria of a TOEFL score of 525 or 193 on the Computer-Based Test (CBT). Students who score between 500 (173 CBT) and 525 (193 CBT) may take one or more university courses with the consent of the Director of the IELI.

Courses offered in the Intensive English Language Institute are as follows:

IELI 10 Communication Skills for Foreign Students

Instruction and practice in communicative skills that enable the students to participate effectively in University classes as well as in the University society.

IELI 20 Listening Comprehension for Foreign Students

Intensive work in listening comprehension culminating in work specifically related to understanding lectures and taking lecture notes.

IELI 30 Reading for Foreign Students

Instruction and practice in developing the necessary reading skills for University study including vocabulary building, recognizing main ideas, critical reading, and increasing reading speed.

IELI 40 Writing for Foreign Students

A multilevel course in grammar and composition. Instruction and practice in principles and techniques of academic writing ranging from heavy emphasis on grammar to writing of paragraphs and essays and culminating at the highest level in writing a research paper.

IELI 50 Study Skills for Foreign Students

Instruction and practice in skills necessary for academic work including discussion skills, effective use of textbooks, and test-taking skills. Closely coordinated with the students' experience of visitation to a University class.

For further information about this program write to Director, Intensive English Language Institute, Creighton University, 2500 California Plaza, Omaha, Nebraska 68178 U.S.A., Telephone 1-(402) 280-2221, Fax: 1-(402) 280-2211, <http://www.creighton.edu/IntlPrograms/ieli.html> and E-mail: ieli@creighton.edu.

Justice and Peace Studies Program

The Justice and Peace Studies Program, which offers a 24-credit-hour co-major and a 15-credit-hour certificate in the College of Arts and Sciences, is one way Creighton University seeks to live out "the promotion of justice" as called for in its Mission Statement. The program offers a multidisciplinary series of courses integrating community service, classroom analysis, and peer group reflection in the context of a faith that does justice and seeks a more peaceful world.

A major in Justice and Society is offered in collaboration with the Department of Sociology and Anthropology. A major in Ministry with a concentration in Social Ministry is offered in collaboration with the Department of Theology.

Of the eight courses required for the co-major and the five courses required for the certificate, two also satisfy College Core A requirements. Several options, including locations other than Omaha, are offered for meeting the Community Service course requirement. Co-majors, in addition to the five JPS-core courses required for the certificate, also take two social science electives and a final integrative elective. **All**

JPS courses are open to all students (with the necessary prerequisites or the instructor's consent) whether or not they are JPS co-majors or certificate students.

The Justice and Peace Studies Program sponsors the annual Markoe-DePorres Social Justice Lecture and co-sponsors other campus programs and speakers.

Interested students are invited to contact the Director, Administration 425A, (402) 280-1492.

Semester Abroad in the Dominican Republic

The Creighton College of Arts and Sciences, in the Spring, and the College of Business Administration, in the Fall, offer a semester of immersion and study in Latin America. Each term, a group of selected undergraduate students and a Creighton faculty member study at ILAC's modern facilities in Santiago, a city of 850,000 in north central Dominican Republic.

Students enroll for 15 semester hours—two courses offered by the accompanying professor, another by an invited instructor from Santiago's Catholic University, a fourth course in the Spanish language, and a final one in community service (Arts students) or a business internship (Business students) under the supervision of ILAC staff. This program is designed as a further expression of Creighton's mission to offer quality education in the formation of men and women who will be leaders in their professions and of service to the world society.

Creighton University Study Abroad Opportunities

Students at Creighton University may also study abroad in programs which are academically sound and which augment the geographical, language, and cultural boundaries of an "on-campus" university education. Studying abroad offers a rich opportunity to learn about another culture first-hand. While this is especially beneficial for students studying a foreign language, international business or political science, it is valuable for any student preparing him or herself for the 21st century.

Credit may be earned toward a Creighton degree through **hundreds of programs** of study abroad as approved by the Office of International Programs, student's Dean, Financial Aid Office, and the student's adviser. The flexibility of the student's program of study at Creighton will determine which courses will transfer back and where they will fit into the student's degree program. Students may study for a semester, year, or summer term.

Creighton students have studied at colleges and universities in Argentina, Australia, Austria, Belgium, Belize, Cuba, Denmark, the Dominican Republic, England, France, Germany, Greece, Ireland, Israel, Italy, Japan, Korea, Lithuania, Mexico, Philippines, Scotland, Spain, Switzerland, Turkey, and Wales. Options are available in every region of the world. Federal Financial Aid applies to **ALL** study abroad programs. Creighton scholarships and grants also apply to the following affiliated programs: DeMontfort University in Leicester, England, Sophia University in Tokyo, Japan, the University of Limerick in Limerick, Ireland, the University of Mannheim in Mannheim, Germany, and Vilnius University in Vilnius, Lithuania.

Students interested in this type of experience should begin planning at least one year in advance. To be eligible, you must be at least a second-semester sophomore with a minimum Q.P.A. of 2.5. For more information, an application, and information about the transfer of credit and financial aid, please contact the Office of International Programs to sign up for an informational meeting. Lower Becker Hall, Room G-25. Telephone: (402) 280-2221.

ARTS-ENGINEERING PROGRAM

*Physics/Engineering Dual Degree Program Physics B.S. (Creighton University)-
Engineering Field B.S. (Washington University)*

Suggested Program of Studies for students choosing to spend three years at Creighton University. This program includes only 28 of the required 32 hours of physics.

FIRST YEAR—CREIGHTON

<i>First Semester</i>	<i>Sem. Hrs.</i>	<i>Second Semester</i>	<i>Sem. Hrs.</i>
PHY211 General Physics I	4	PHY 212 General Physics II	4
MTH 245 Calculus I	4	MTH 246 Calculus II	4
ENG 150 Rhetoric and Composition	3	ENG/CLC 120 World Literature I	3
HIS 101 The Modern Western World	3	THL 100 Religious Inquiry	3
PHL 107 Crit. & Hist. Introd. to Phil.	3	Ethics (PHL or THL 120)	<u>3</u>
FRS 111 Freshman Seminar	<u>1</u>		17
	18		

SECOND YEAR—CREIGHTON

<i>First Semester</i>	<i>Sem. Hrs.</i>	<i>Second Semester</i>	<i>Sem. Hrs.</i>
PHY 301 Modern Physics	3	PHY 331 Optics	3
PHY 302 Modern Physics Lab	1	PHY 332 Optics Lab	1
CHM 207 General Chemistry I	4	CHM 208 General Chemistry II	4
MTH 347 Calculus III	4	Scripture (200-Level THL)	3
Social Science	3	Non-Western History	3
Language	<u>3</u>	Language	<u>3</u>
	18		17

THIRD YEAR—CREIGHTON

<i>First Semester</i>	<i>Sem. Hrs.</i>	<i>Second Semester</i>	<i>Sem. Hrs.</i>
PHY 471 Mechanics	3	PHY 531 Quantum Mechanics	3
PHY 481 Electricity & Magnetism	3	PHY 541 Thermodynamics	3
MTH 545 Differential Equations	3	ENG/CLC 121 World Literature II	3
PHY 320 God and Persons	3	Social Science	3
Christian Theology (300-Level THL)	3	International & Global Studies	3
Speech/Fine & Performing Arts	<u>3</u>	Senior Perspective	<u>3</u>
	18		18

FOURTH AND FIFTH YEARS — WASHINGTON UNIVERSITY

Typically, students move to Washington University for two additional years of study beginning in their senior year. In the typical program at Washington University, 22 hours of the courses taken will be applied to complete the Creighton Bachelor of Science degree with a major in physics and will include four physics-related hours approved by the Creighton physics advisor. The program will also include the prescribed engineering courses determined by the engineering field selected. Upon satisfactory completion of the program, the student will have received a B.S. degree with a major in physics from Creighton University and a B.S. degree in an engineering field from Washington University.

2-2 Cooperative Engineering Program. *The program consists of two years of pre-engineering at Creighton University followed by two years of cooperative engineering at the University of Detroit Mercy.*

The cooperative plan of engineering, which is the exclusive means by which a degree may be obtained in the day-school program of the University of Detroit Mercy College of Engineering and Science, may be defined as an integration under which students alternate periods of attendance in school with a period on a training assignment in industry, business or government.

FIRST YEAR — CREIGHTON

<i>First Semester</i>	<i>Sem. Hrs.</i>	<i>Second Semester</i>	<i>Sem. Hrs.</i>
PHY 211 General Physics I	4	PHY 212 General Physics II	4
MTH 245 Calculus I	4	MTH 246 Calculus II	4
ENG 150 Rhetoric and Composition	3	ENG/CLC 120 World Literature I	3
HIS 101 The Modern Western World	3	THL 100 Religious Inquiry	3
PHL 107 Crit. & Hist. Intro. to Phil.	3	Ethics (PHL or THL 120)	<u>3</u>
FRS 111 Freshman Seminar	<u>1</u>		17
	18		

+ SECOND YEAR — CREIGHTON

<i>First Semester</i>	<i>Sem. Hrs.</i>	<i>Second Semester</i>	<i>Sem. Hrs.</i>
PHY 301* Modern Physics/Elective**	3	COM 151 Effective Public Speaking	3
PHY 302* Modern Physics Lab	1	CHM 208 General Chemistry II	4
CHM 207 General Chemistry I	4	Scripture (200-Level THL)	3
MTH 347 Calculus III	4	Non-Western History	3
Social Science	3	Language	<u>3</u>
Language	<u>3</u>		16
	18		

+ Because the first cooperative assignment occurs in the summer between the sophomore and junior year, it is very important for a student considering transferring to the University of Detroit Mercy to contact the Department of Engineering and Science at the Beginning of the sophomore year.

* PHY 301 and PHY 302 are required of Electrical Engineering majors only.

** CSC 317 Introduction to Programming I (3 credit hours) is recommended.

Students who successfully complete the above program, or an alternate approved program, will be unconditionally recommended for transfer to the Junior Class of the College of Engineering at the University of Detroit Mercy; they will be certified as being qualified for cooperative industrial training in the Chemical, Electrical or Mechanical departments. Students may also be admitted to the Junior Civil Engineering Class, but will be required to earn credit in Elementary Surveying by attending summer school prior to becoming certified as co-op students.

Coordination with Engineering Programs of Other Institutions

The first-year program outlined for the University of Detroit Mercy is the standard first-year program for most engineering schools with slight variations. A study of the first-year program at the engineering college of your choice will reveal those variations which can be accommodated in your schedule.

Students wishing to spend a second year at Creighton before making application to an engineering school are advised to contact that school directly for explicit approval of a second-year schedule.

PREPARING FOR GRADUATE STUDY

Many Creighton students continue their education on the graduate level. Students considering graduate study at the master's or doctoral levels should consider the following points. (Also see "Pre-Professional Study.")

Graduate programs often require foreign language proficiency; the traditional requirement is one language at the master's level and two at the doctoral level. The choice of particular language should relate to the research interests of the student's graduate program. Graduate departments in some fields allow students to substitute statistics and computer programming for foreign language skills.

Graduate study requires that students master the tools and techniques of research in a field. Graduate admissions committees look for evidence that applicants have demonstrated creativity and skill in independent study.

Admissions and financial aid decisions are usually based on three main pieces of information: the student's undergraduate record, particularly in the major field of interest; scores on standardized examinations (the Graduate Record Examination or Graduate Management Admissions Test); and recommendations from the student's faculty members.

Advice about graduate study in particular fields and the choice of an appropriate graduate school should be obtained from a student's major adviser.

UNDERGRADUATE PREPARATION FOR M.B.A. PROGRAMS

Foundation Courses for Graduate Study in Business

Graduate programs leading to the degree of Master of Business Administration (M.B.A.) are designed to give a broad overview of the executive world of business. An undergraduate degree in business is not a prerequisite to an M.B.A. program; in fact, typical M.B.A. students hold degrees in the arts and sciences, technical fields or business.

Although a degree in business is not a prerequisite for admittance, a minimum number of foundation courses in business are necessary. Successful completion of the courses listed below introduces a student to the fundamentals of the six functional areas of business: accounting, economics, finance, marketing, management, and systems. The following courses or their equivalents are required for students seeking admission into M.B.A. programs:

- ACC 201 and 202 — Principles of Accounting I, II
- BUS 201 — Legal Environment of Business
- BUS 229 — Statistical Analysis
- ECO 203 and 205 — Introductory Micro- and Macroeconomics—
Economic Analysis and Policy, can be substituted for
ECO 203 and 205
- FIN 301 — Managerial Finance
- MGT 301 — Managerial Process and Organizational Behavior
- BUS 371 — Quantitative Analysis and Production
- MIS 353 — Management Information Systems
- MKT 319 — Principles of Marketing
- MTH 141 — Applied Calculus or MTH 245 Calculus I

The M.B.A. foundation courses provide an excellent background in business administration for students in Arts and Sciences without compromising the liberal arts content of a curriculum. (Also see "Certificate in Business for Arts and Sciences students.")

Questions concerning the M.B.A. program at Creighton should be directed to Dr. Joseph Phillips, Associate Dean, College of Business Administration, Creighton University, Omaha, NE 68178. Telephone: (402) 280-2342.

PRE-PROFESSIONAL STUDY

Courses required as preparation for specialized professional study are organized into programs one, two, three or four years in length. Ordinarily they will be encompassed within a standard program leading to a Bachelor's degree. It is highly recommended that professional requirements be earned within the structure of a degree program even though the degree may not be completed.

In addition to the pre-professional programs outlined in this bulletin, a student in the College of Arts and Sciences may satisfy some of the pre-professional course requirements for professional education in architecture, dietetics, library science, mortuary science, optometry, osteopathy, veterinary medicine, etc. Students should consult the catalogs of the professional schools in which they are interested to identify the entrance requirements.

PRE-ENGINEERING

Refer to pages 105-106 for information about liberal arts-engineering and pre-engineering programs.

PRE-LAW STUDY

Schools of Law consider applicants who hold a bachelor's degree or its equivalent from an approved college or university. Additional standards and conditions for admission may also be imposed in some states. Although the completion of a bachelor's degree is recommended in most cases, Creighton's School of Law will in exceptional cases consider applicants for admission who have completed three-fourths of the credits required for an undergraduate degree.

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

Individualized advice on courses and programs is available from members of the Pre-Law Advising Committee, College of Arts and Sciences, or Pre-Law Advisor, College of Business Administration.

PRE-HEALTH SCIENCES PROGRAMS

Science in service to humanity in medicine, dentistry, and other health professions is a tradition at Creighton. The scientific and social challenges of today and tomorrow demand not only excellent professional training but also intellectual versatility, firmness of values, and commitment to lifelong learning, which are the heart of Creighton's undergraduate liberal education. For reasons such as these, medical and dental schools prefer applicants who will have completed an undergraduate degree with a broad general education before they enter professional school.

Advising of Pre-Health Sciences Students

A committee of Arts and Sciences faculty serves as special advisers for pre-health sciences students. The committee maintains regular contacts with professional schools and associations to maintain up-to-date and sound advice. Counseling on the selection of courses and majors is available to freshman and sophomore students as well as evaluation of progress and assistance with the application process in the junior and senior years.

Pre-Dental Program: General Requirements

In general, professional schools require applicants to have completed course work in the basic sciences, but not in areas that duplicate dental school courses, and they seriously encourage study in the social sciences, the humanities, and mathematics. At Creighton, pre-dental students carry out these studies in a variety of programs leading to the baccalaureate degree. Although most students major in biology, chemistry, or psychology, others have majored in such fields as physics, mathematics, English, philosophy, and theology. Each student's program is designed so that by the end of the Junior year he or she will have completed the basic requirements for application to professional school. The minimum requirements are as follows:

At least 90 semester hours (three years) of college work in an accredited institution, excluding physical education, and one-hour "drill-type" ROTC courses, but including 6 hours of English and one-year courses with laboratory in general biology, general chemistry, organic chemistry, and general physics.

Ordinarily at the end of the Junior year or the beginning of the Senior year, students take the national admission examination, the DAT (Dental Admission Test). During the Senior year, professional school admission committees review the students' applications. Decisions are usually announced at the end of the fall semester or early in the spring semester of the Senior year.

Premedical Program: General Requirements

The School of Medicine requires applicants to have completed specific courses in the basic sciences, and encourages students to consider advanced coursework particularly in biochemistry, but as well in cell biology, human genetics, human anatomy, or human physiology. The School also encourages broad study of the social sciences, humanities, and mathematics, in addition to substantial experience in service to others. Extracurricular shadowing or work experiences related to the delivery of health care and scientific research are also highly valued by the Committee on Medical Admissions.

At Creighton, premedical students typically earn the baccalaureate degree with majors in the scientific fields of biology and chemistry, but a great many also major in nonscience areas such as English, philosophy and theology. Each premedical student's program should be designed so that by the end of the Junior year these specific course requirements for medical study will have been completed:

<i>Creighton University Course</i>	<i>Sem. Hrs.</i>
Biology, General with laboratory (211 and 212)	8
Chemistry, General I with laboratory (107 or 207)	4
Chemistry, General II with laboratory (208)	4
Chemistry, Organic I with laboratory (321 & 322)	4
Chemistry, Organic II with laboratory (323 & 324)	4
English, two courses, one of which must be English 150	6
Physics, General with laboratory, two courses (211 & 212)	8

The Creighton premedical student should present a record of at least 90 hours of study excluding physical education and one-hour "drill-type" ROTC courses.

Ordinarily in the spring of the Junior year (April) or at the beginning of the Senior year (August), premedical students take the MCAT (Medical College Admissions Test). Applications should be submitted through AMCAS (American Medical College Application Service) as early as possible during the summer between the Junior and Senior years. During the Senior year, the Committee on Medical Admissions reviews applications and invites the most promising applicants for interviews. Admission to

medical school at Creighton is on a ‘rolling’ basis, thus early application is strongly advised. The Creighton University School of Medicine website is <http://medicine.creighton.edu>.

In addition to the regular application cycle described above, the School of Medicine offers a Guaranteed Admission Program to undergraduates at Creighton. The successful students in this Program begin their college studies at Creighton, graduate in four years with high grade-point averages in science and overall, and have high scores on each section of the MCAT. Early interview and participation in the Early Decision Program is also required. Details of this program may be obtained from the Office of Undergraduate Admissions, and from the Creighton website: <http://puffin.creighton.edu/ccas/info/gap1999Q&A.htm>

Pre-Pharmacy Program

Admission to the Creighton University School of Pharmacy and Allied Health Professions Pharmacy program requires at least two years of pre-pharmacy college preparation. The program of professional instruction in pharmacy covers nine semesters (including one summer) and leads to a Doctor of Pharmacy degree.

The pre-pharmacy preparation consists of at least 63 semester hours which includes the following specified courses and credits:

<i>Creighton University Course</i>	<i>Sem. Hrs.</i>
General Biology I & II — (BIO 211 & 212)	8
General Chemistry I & II — (CHM 107 or 207 & 208)	8
Organic Chemistry I & I — (CHM 321, 322, 323 & 324)	8
Microeconomics — (ECO 203)	3
Calculus (MTH 141 or MTH 245)	3
English (including Composition, e.g. ENG 150 or 251)	6
Principles of Communication Competence (COM 152)	3
Theology	6
Psychology (PSY 111 or higher level course)	3
Electives ¹	<u>15</u>
Total 63	

At least one half of the elective hours must be taken in areas of general education (e.g. humanities, behavioral and social science). Recommended social and behavioral sciences and humanities include philosophy, history, psychology, foreign language, music, and other courses that will help students to broaden their interests and their understanding of themselves and other people. General Chemistry courses should be taken in the first pre-professional year. Calculus should be preceded by high school algebra or MTH 135. The sequence of courses listed above should be taken by pre-pharmacy students in place of ordinary Arts and Sciences core curriculum requirements.

An early admissions program is available for Creighton University pre-pharmacy students who meet specified academic criteria . Please contact the Pharmacy admissions office (280-2662) or your academic advisor for details on the program. The deadline for receipt of early admissions applications is November 15.

Applications for regular admission are accepted any time after September 1. Files are reviewed when complete.

The Pre-Occupational Therapy Program

Creighton University offers a unique opportunity for doctoral level study in Occupational Therapy. Creighton’s program, which is based on a model of neuro-occupation, was the first entry level occupational Therapy clinical doctorate program

in the country. As of fall, 1999 the Doctor of Occupational Therapy (OTD) will be the sole professional occupational therapy degree offered to students matriculating into the School of Pharmacy and Allied Health Professions.

Admission to the Creighton University School of Pharmacy and Allied Health Professions Doctor of Occupational Therapy program requires a two-year pre-occupational therapy collegiate program of at least 60 semester hours. Completion of the professional component of the degree requires an additional nine semesters (including two summers) and leads to a clinical doctorate in Occupational Therapy. Graduates from the OTD program are prepared to assume leadership roles in clinical service, administration, teaching, collaborative research, and ethics and health policy development.

The sequence of courses listed below should be taken by pre-occupational therapy students in place of the ordinary Arts and Sciences course curriculum requirements. The pre-occupational therapy preparation at Creighton University must include the following specified courses and credits.

<i>Creighton University Course</i>	<i>Sem. Hrs.</i>
General Biology I and II (BIO 211 and 212)	8
Anatomy (BIO 333 or EXS 331*)	4
Physiology (BMS 303 or EXS 335*)	4
Statistics (PHY 211 or MTH 363)	3
English (ENG 150 and 251)	6
Communication (COM 152)	3
Social Sciences (select from SOC 101, 200, 215, 223, ANT 111, 244)	9
Psychology (PHY 111, 231 and 321)	9
Philosophy (PHL 107)	3
Art (select from ART 104, 105, 106, 153 or 211)	3
Theology	6
Electives	2

*Course has CHM 107 or 207 prerequisite.

An early admissions program is available for Creighton University pre-occupational therapy students who meet specified academic criteria. Please contact the School of Pharmacy and Allied Health Professions admissions office (280-2662) or your academic advisor for details on the program. The deadline for receipt of early admissions applications is November 15.

Applications for regular admissions are accepted between September 1 and February 15. Files are reviewed when complete.

Pre-Physical Therapy Program

Admission to the Creighton University School of Pharmacy and Allied Health Professions Physical Therapy program requires a minimum of three years of pre-physical therapy college preparation. The professional instruction in physical therapy covers eight semesters (including two summers) and leads to a Doctor of Physical Therapy degree.

The pre-physical therapy preparation consists of at least 90 semester hours. Required prerequisite courses include one year of English, one-year courses with laboratory in general biology, general chemistry, and general physics, and 6 semester hours of Theology. It is recommended that students select elective courses from psychology, mathematics, anatomy, histology, physiology, exercise physiology, organic chemistry, biochemistry, statistics, and medical terminology.

Graduate Record Examination (GRE) scores must be submitted at the time of application to the Physical Therapy program. Sixteen of the twenty-four required science semester hours must be completed by the application deadline. Applicants must have achieved well academically, demonstrate an understanding of the profession, and be able to express an appropriate rationale for participation in the program.

An early admissions program is available for Creighton University pre-physical therapy students who meet specified academic criteria. Please contact the Physical Therapy admissions office (280-2662) or your academic advisor for details on the program. The deadline for receipt of early admissions applications is November 15.

Applications for regular admission are accepted between September 1 and January 1. Files are reviewed after January 1.



PROGRAMS OF STUDY-II

COLLEGE OF BUSINESS ADMINISTRATION

The undergraduate program of the College of Business Administration is fully accredited by the International Association for Management Education (AACSB). This association is recognized by the National Commission on Accrediting as the highest official accrediting agency in collegiate education for business at the undergraduate and master's levels. Membership in the Association is open only to schools and colleges whose intellectual climate insures the offering of programs of high academic quality and whose teaching and administrative staff possess the qualifications, experience, professional interests, and scholarly productivity essential for the successful conduct of a broad and liberal, rather than unduly specialized, baccalaureate curriculum in business administration.

STATEMENT OF OBJECTIVES

Within a Christian environment which professes a global objective of the recognition of the intrinsic value of men and women, the College of Business Administration is deeply concerned with the development of, and maturing of, philosophies of justice and respect; and ethical, moral, and social responsibilities toward the human community. The program of the College of Business Administration sets as its overall direction the development of independent thinking, a creative approach to problem solving, and a capacity to work with new ideas and change. These objectives are accompanied by a course of study involving current and timely academic content.

REQUIREMENTS FOR GRADUATION

The University will confer the degree of Bachelor of Science in Business Administration (B.S.B.A.) on regular students who successfully complete all prescribed courses and fulfill the graduation requirements.

A candidate for a degree must have earned 128 semester hours of credit with a quality-point average (QPA) of 2.00 or above for all courses attempted at this University, and a 2.00 average or above for all courses in the field of concentration.

Normally, students must register for not less than twelve hours nor more than eighteen hours in each semester. The privilege of carrying more than eighteen hours is contingent upon the student's quality-point average and requires special approval of the Dean.

Approval of the faculty adviser and the Dean is required for semester study programs, including electives to be counted toward graduation. College policy states that 48 hours must be completed at Creighton with a minimum of 32 hours of business coursework completed at Creighton. All Business Administration students must complete the course in Strategic Management (BUS 471) with a grade of C or better.

PROGRAMS OF STUDY

The four-year undergraduate program in business administration comprises two natural divisions, the first including the freshman and sophomore years, and the second the junior and senior years. The work of the first, or lower division, consists largely of required courses and has a two-fold purpose: to provide a broad cultural background, and to furnish necessary training in the fundamental principles of business and economics.

During the student's junior and senior years provision is made for a group of required and elective courses intended to provide a familiarity with the basic areas of business administration. In addition, the following major fields of study are offered: Accounting, Economics, Entrepreneurship, Finance, Marketing, Management Information Systems, and International Business. In each field instructional emphasis is not

directed toward the development of routine skills or to particular industries. Instead, every effort is made to stimulate students to think logically, to process and evaluate information, and to make sound decisions from the overall management point of view.

It is recommended that students select a field of concentration by the end of the second semester of their sophomore year or by the beginning of the first semester of their junior year. Some majors require departmental approval and have acceptance requirements that differ from general graduation requirements.

Students may earn multiple majors by satisfying the requirements for each as shown in the Bulletin. If a specific course satisfies the requirements of more than one major, that course may be counted toward fulfillment of each set of major requirements.

In addition to the basic fields of study, the College of Business Administration, in conjunction with the School of Law, offers a combined Business Administration-Law program—requiring a total of six years—which leads to both the B.S.B.A. with the Prelaw Business Major and the Juris Doctor degrees (see pages 121-122).

Majors and Co-Majors for Business Administration Students

Students in the College of Business Administration may complete an additional field of concentration or co-major in the Creighton College of Arts and Sciences. The second major is in addition to the BSBA degree; students do not receive a B.A. or B.S. degree from Arts and Sciences. Requirements of the co-major or field of concentration are listed in each department's entry in the catalog. To apply for a co-major, the student should contact the Dean's Office for appropriate advising and referral.

GENERAL CURRICULUM

The General Curriculum requirements, as stated in Categories I-VII below, apply to all College of Business Administration students and to all fields of concentration. A required course which is failed should be retaken the following semester. Unless indicated otherwise, each course is a three-hour course.

Categories

	Sem. Hours
I. Foundation Knowledge and Skills	22 or 23
II. Theology, Philosophy, and Ethics	12
III. Domestic and International Environment of Business	18
IV. General Education Electives	17-19
V. General Business Requirements	24
VI. Field of Concentration	18 or 21
VII. Other Requirements and Electives	<u>11-17</u>
Total	128

I. Foundation Knowledge and Skills (25 or 26 hours)

- A. Communications:
 - Rhetoric and Composition (ENG 150)
 - Introduction to Critical Thinking (PHL 147)
 - Principles of Communication Competence (COM 152)
 - Managerial Communication (COM 314)
 - *Pre-Law/Business Students only may choose between COM 314 and Advanced Composition (ENG 251)
- B. Mathematical Sciences:
 - Applied Mathematics (MTH 201)
 - Applied Calculus (MTH 141) or Calculus I (MTH 245, 4 hours)
 - Statistical Analysis (BUS 229, 4 hours)

II. Theology, Philosophy, and Ethics (12 hours)

- A. Theology:
 - Religious Inquiry: Christianity in Context (THL 100)
 - Theology (200 level or above except 250)
 - B. Philosophy:
 - Critical and Historical Introduction to Philosophy (PHL 107)
 - Business Ethics (BUS 256)
- III. Domestic and International Environment of Business (18 hours)**
- A. Domestic Environment
 - Legal Environment of Business (BUS 201)
 - Introductory Macroeconomics (ECO 205)
 - B. International Environment:
 - International Business*—any one out of the specified courses:
 - International Accounting (ACC 538)
 - Comparative Economic Systems (ECO 518)
 - International Economic Development (ECO 528)
 - International Trade and Finance (ECO 538)
 - International Financial Management (FIN 438)
 - International Management (MGT 373)
 - Global Marketing (MKT 363)
 - International Culture*—(1) any two modern language courses; one of these courses must be at the intermediate level, or (2) one international studies course and one course in a language native to that region; one of these courses must be at the intermediate level, or (3) two international studies courses selected from one of the following study groups; one of these courses must be at the intermediate level.
 - International Culture Requirement for Non-English Speakers* — Students who are fluent in language other than English are deemed to have met the international culture requirements under IIIB. Students must provide documentation to support a request for an exemption. Hours freed up must be used to take non-business courses.
- African Studies:*
- Cultures of Africa and the Mideast (ANT 347)
 - The African World (HIS 106)
 - Origins of Modern Africa (HIS 388)
 - Nationalist Movements in Colonial Africa (HIS 484)
 - Society and Belief Systems in Africa (HIS 485)
 - History of West Africa (HIS 487)
 - Southern Africa: The Politics of Race (HIS 489)
 - Politics of Africa (PLS 311)
- Asian Studies:*
- People and Cultures of Asia (ANT 348)
 - The Asian World (HIS 103)
 - Women, Marriage, and Family in East Asian Society (HIS 464)
 - Popular Culture in Traditional China and Japan (HIS 466)
 - Modern China (HIS 467)
 - History of India: The Land of Bharota (HIS 593)
 - Politics of Asia (PLS 315)
 - Government and Politics of the People’s Republic of China (PLS 415)
 - Introduction to Buddhism (PHL/THL 353)
 - Living Religions of the World (THL 359)
- European Studies I:*
- Inside Hitler’s Germany - A Study of Nazi Tyranny (HIS 317)
 - Eastern Europe 1918-1989: Revolutions in Historical Perspective (HIS 319)
 - World War II in Europe: Triumph over Tyranny (HIS 320)
 - Europe Since 1919 (HIS 417)
 - Modern France (HIS 545)
 - Modern Germany (HIS 546)
 - Contemporary Europe Since 1945 (HIS 547)
 - Western European Political Systems (PLS 301)

Studies in Contemporary British Politics (PLS 302)
Eastern European Political Systems (PLS 305)
The European Union (PLS 401)

European Studies II:

Europe Since 1919 (HIS 417) — required
and one of the following courses:
World Views and Values: The Intellectual Culture of Modern Europe
1650-1960s (HIS 318)
History of Scotland (HIS 543)
Revolution and Consolidation in Europe, 1815-1817 (HIS 415)
Europe in the Age of Industrialism and Imperialism,
1871-1919 (HIS 416)
Seek the Fair Land: The History of Ireland (HIS 544)

Latin American Studies:

People and Cultures of Latin America (ANT 346)
The Latin American World (HIS 104)
Comparative American Character (HIS 351)
Mexico and the Mexican Revolution (HIS 371)
The United States and Latin America (HIS 375)
Heroes in Latin American History (HIS 474)
Cuba Under Castro (HIS 577)
Latin American Government and Politics (PLS 317)
Topical Seminar in Sociology (SOC 400)

Middle East Studies:

Cultures of Africa and the Mideast (ANT 347)
The Middle Eastern World (HIS 107)
Change and Revolution in the Modern Middle East (HIS 345)
The Arab-Israeli Conflict: Struggle for the Holy Land (HIS 347)
Muhammad and the Rise of Islam (HIS 348)
The Middle East in Modern Times (HIS 349)
United States and the Middle East Since World War I (HIS 566)
Politics of the Middle East (PLS 313)
Introduction to Judaism (THL 354)
Living Religions of the World (THL 359)

Russian Studies:

Russia to Alexander I (HIS 432)
Late Tsarist Russia (HIS 533)
Russian History Through Literature and Art (HIS 535)
History of The Soviet Union: Its Formation and Fragmentation
(HIS 548)
Politics of the USSR Successor States (PLS 303)
Foreign Policy and Diplomacy of Major Powers (PLS 342)

C. Strategic Management (BUS 471)

IV. General Education Electives (17-19 hours)

- A. Modern Western World (HIS 101)**
B. World Literature I or II (ENG 120 or ENG 121)
C. Natural Science—any one of the specified courses, 3-4 hours:
Introduction to Atmospheric Sciences (ATS/EVS/NSC 113)
Severe and Unusual Weather (ATS/EVS/NSC 231)
Biochemistry (BMS 301)
Life Science Investigations (BIO 111)
Human Biology (BIO 149)
Biological Understanding (BIO 204)
General Biology: Molecular and Cellular (BIO 211)
Chemistry Survey (CHM 100)
Introductory Chemistry (CHM 105)
Introductory General Chemistry (CHM 107)
General Chemistry I (CHM 207)
Introductory Astronomy (PHY 107)

- Sound and Music (PHY 127)
- Light and Color (PHY 137)
- Einstein and Modern Physics (PHY 147)
- Introduction to Physics (PHY 187)
- Physics in the Everyday World (PHY 188)
- General Physics I (PHY 211)
- D.** Introductory Psychology (PSY 111)
- E.** Social Science—any one of the specified courses:
 - Politics and the Human Condition (PLS 101)
 - Introduction to World Politics (PLS 105)
 - American Government and Politics (PLS 121)
 - Comparative Political Systems (PLS 215)
 - Self and Society (SOC 101)
 - Human Variation (ANT 111)
- F.** Humanities—any one of the specified courses:
 - The Artistic Heritage (ART 219)
 - Art International: The Art Culture of the Global Community (ART 319)
 - Greek Art and Archaeology (ART 355)
 - History and Criticism of Cinema (COM/ENG 380)
 - History and Aesthetics of Photography (ART 383)
 - History of American Architecture (ART 384)
 - History and Methods of Art History (ART 391)
 - History and Myth: The American West (ART/SRP 426)
 - The Idea of Rome in the Arts (ART 466)
 - History of the Art of Spain and Her Colonies (ART 467)
 - Introduction to the Dance (DAN 101)
 - Survey of Music History (DAN 267)
 - History of Dance I (DAN 361)
 - Music Appreciation (MUS 273)
 - Survey of Music History III: 19th and 20th Centuries (MUS 365)
 - Music of the World's Peoples (MUS 375)
 - Theater Appreciation (THR 161)
 - American Theater History (THR 461)
 - Theater History (5th Century, B.C.-1700) (THR 465)
- V. General Business Requirements (24 hours)**
 - Principles of Accounting I (ACC 201)
 - Principles of Accounting II (ACC 202)
 - Introductory Microeconomics (ECO 203)
 - Management Information Systems (MIS 353)
 - Managerial Finance (FIN 301)
 - Managerial Process and Organizational Behavior (MGT 301)
 - Principles of Marketing (MKT 319)
 - Production and Operations Management (MGT 385)
- VI. Field of Concentration (18 or 21 hours)**
- VII. Freshman Requirements and Other Electives (11-17 hours)**
 - A.** Freshman Seminar (FRS 112, 1 hour)
 - B.** Business Electives (3-6 hours, depending on major and other courses selected)
 - C.** Non-restricted Electives (4-13 hours, depending on major and other courses selected)

NOTE: The three credit International Business course may count in the field of concentration if approved for the area of concentration. Students using the International Business course in their field of concentration will need three more hours in their VII B. Business Electives.

TYPICAL FOUR-YEAR DEGREE PROGRAM IN BUSINESS ADMINISTRATION

Outlined on this is a sample of a program that a typical student will follow during the freshman and sophomore years. The program for the junior and senior years will depend on the field of concentration selected.

The College of Business Administration Dean's Office has available four-year plans of study handouts for all Business Administration fields of concentration. Junior and senior year course planning requires an understanding of degree requirements and attention to the Schedule of Courses booklet.

Academic advising is performed by faculty members and department chairs in the College of Business Administration. Faculty advisors are assigned to freshmen and then students are reassigned to advisors within the respective discipline when a major field of concentration has been declared. Advisors serve as facilitators of communication, assist students in career planning, and perform academic progress reviews. Frequent advisor contact will help ensure students have current academic information and are making adequate progress toward educational goals.

FRESHMAN YEAR

<i>Fall Semester</i>	<i>Sem. Hrs.</i>	<i>Spring Semester</i>	<i>Sem. Hrs.</i>
Freshman Seminar (FRS 112)	1	World Literature I or II	3
Computer Literacy (FRS 113)	0	(ENG 120 or 121)	
Rhetoric & Composition (ENG 150)	3	Religious Inquiry: Christianity	3
Critical & Historical Introduction		in Context (THL 100)	
to Philosophy (PHL 107)	3	Applied Mathematics (MTH 201)	3-4
Principles of Communication	3	or	
Competence (COM 152)		Applied Calculus or Calculus I	
Applied Calculus or Calculus I		(MTH 141 or 245)	
(MTH 141 or MTH 245)	3-4	Natural Science*	3-4
or		Introduction to Critical	
Applied Mathematics (MTH 201)		Thinking (PHL 147)	<u>3</u>
Social Science*	<u>3</u>		15-17
	16-17		

SOPHOMORE YEAR

<i>Fall Semester</i>	<i>Sem. Hrs.</i>	<i>Spring Semester</i>	<i>Sem. Hrs.</i>
Principles of Accounting I	3	Principles of Accounting II	3
(ACC 201)		(ACC 202)	
Introductory Microeconomics	3	Introductory Macroeconomics	3
(ECO 203)		(ECO 205)	
Business Ethics (BUS 256)	3	Legal Environment of	3
or		Business (BUS 201)	
Legal Environment of Business		or	
(BUS 201)		Business Ethics (BUS 256)	
Statistical Analysis (BUS 229)	4	Modern Western World (HIS 101)	3
Introductory Psychology (PSY 111)	3	or	
or		Introductory Psychology (PSY 111)	
Modern Western World (HIS 101)	<u>16</u>	Theology	
		(200 level or above, except 250)	3
		Humanities*	<u>2-3</u>
			17-18

ACCOUNTING

Supervised by the Department of Accounting

Mission Statement

The Department of Accounting of the College of Business Administration exists to support the mission of the college in providing students with a value-centered, quality accounting education. To accomplish this mission, the department supports its faculty in their efforts to excel in teaching, research, and service, and encourages its faculty and staff to continue their personal and professional development.

Program for Business Administration Students

For the degree of Bachelor of Science in Business Administration with Accounting as the field of concentration. The curriculum is concerned with conceptual understanding and accounting competence. The objective is to give the student an understanding of the functions of accounting, the underlying concepts of accounting theory, and their applications to business problems.

The program is designed to prepare students for leadership in the community and careers in governmental, managerial or public accounting; teaching positions; one of the sub-fields of accounting, such as tax, accounting systems, and others; and for further graduate professional training.

Required:

1. Accounting 313, 315, 319, 343, 423, 477.
2. A three-hour elective from the following: Accounting 493, 516, 521, 544, and 579.

Note: Admission to the Accounting Program requires junior standing, a cumulative overall quality-point average of 2.5 or better, no grade lower than “C” in 200-level Accounting courses and/or permission of the Department Chair. A student whose performance has been marginal or who has not completed enough courses at Creighton to provide a basis for judgment, may be accepted with probationary status or deferred until the probability of successfully completing the Program can be determined. Retention in the Program is conditional upon demonstrating competence in upper division accounting courses.

ECONOMICS

Supervised by the Department of Economics and Finance

Program for Business Administration Students

For the degree of Bachelor of Science in Business Administration with Economics as the field of concentration. This program is designed to acquaint the student with the tools and techniques of economic analysis and the contribution of economic analysis to decision-making in the business firm and to society. The program is designed to prepare those interested in careers as economists or economic analysts in business, government, and non-government organizations and for graduate study in economics.

Required:

1. Economics 303 and 305. These should be taken in the junior year.
2. Twelve hours of 300, 400 or 500-level economics courses selected with the approval of the major adviser. Economics 301 does not apply to this requirement.

Program in Economics for Arts and Sciences Students

The Department of Economics also provides a program of study for students in the College of Arts and Sciences who wish to obtain the degree of Bachelor of Arts with economics as the field of concentration.

The Field of Concentration for Arts and Sciences Students

Concentration major: Economics 203, 205, 303, 305, 508, and fifteen hours of upper division courses in economics. Economics 203 and 205 should be taken in the sophomore year. Economics 303 and 305 should be taken in the junior year. Economics 301 does not apply to the concentration major.

Supporting courses: Sixteen hours of upper division courses outside the field of economics selected with the approval of the major adviser. Four of the hours must be BUS 229 or its equivalent as approved by the Department Chair. The support courses are to be declared and on file with the Department Chair before pre-registering for the first semester of the senior year. Additional course work in mathematics, especially calculus, is strongly recommended.

FINANCE

Supervised by the Department of Economics and Finance

For the degree of Bachelor of Science in Business Administration with Finance as the field of concentration. This curriculum is concerned with the study of financial institutions, and business, government, banking, insurance, and personal financial management. Emphasis is on the analysis and development of financial principles in all areas of financial decision-making, as well as career preparation as financial analysts in business, insurance and banking, and government service.

Required:

1. Finance 325 and 401.
2. Twelve hours from the finance electives (300- or 400-level).
3. With approval from the major adviser, one finance elective may be replaced by one of the following: Accounting 301, Accounting 313, or Economics 315.

INTERNATIONAL BUSINESS

Supervised by the Department of Economics and Finance

For the degree of Bachelor of Science in Business Administration with International Business as the field of concentration. This program is designed for those students who desire a broad-based understanding of international business operations, primarily from the viewpoint of a U.S. business entity. It is also designed to provide an International Business perspective as related to the functional areas of business and to permit experiential learning in a specific world region through study abroad programs.

Required:

1. Fifteen hours of course work in International Business: International Accounting (ACC 538), International Trade and Finance (ECO 538), International Management (MGT 373), Global Marketing (MKT 363), and International Financial Management (FIN 438).
2. The International Culture Requirement (Category III-B) must be met through six hours of intermediate level course work in a language. The International Business course requirement does not apply to this major.
3. Study Abroad: Each student must experience study abroad, with a minimum of six hours of study overseas, preferably in a region of foreign language expertise of the student. Course work should include three hours of business, to be approved by faculty adviser, which will account for the final three hours in the major.

MARKETING

Supervised by the Department of Marketing and Management

For the degree of Bachelor of Science in Business Administration with Marketing as the field of concentration. This program is designed for those students interested in preparing for the general field of marketing and/or for those wishing to prepare for specific careers in retailing, industrial marketing, advertising, sales management, and marketing research.

Required:

1. Marketing 333, 343, 353, 473.
2. A minimum of six hours from the following: Marketing electives (300- or 400-level). Other courses may be utilized with special approval of the department chair.

Note: Students contemplating marketing as a major are advised to take Marketing 319 the first semester of their junior year or in the previous summer session.

MANAGEMENT INFORMATION SYSTEMS

Supervised by the Department of Information Systems and Technology

For the degree of Bachelor of Science in Business Administration with Management Information Systems as the field of concentration. This program is designed to combine the study of fundamental technical concepts of computer-based business information processing systems with a broad consideration of the organizational and behavioral issues associated with the design and management of such systems. It is designed to prepare students for careers in all areas of information management. In conjunction with a second major in another functional area of business, the program can be structured to provide a foundation for concentration in the management of specialized information resources.

Required:

1. Computer Science 221 and 222 (recommended to be taken before the junior year).
2. Management Information Systems 354, 459, and 470.
3. Six additional hours, approved by the major adviser, from the following: Accounting 477; Economics 418; Management Information Systems 464, 479; Marketing 343; Mathematics 523, 571; Computer Science 527, 540, 541, and 550.

Other courses may be utilized with special approval of the department chairperson.

PRELEGAL EDUCATION AND COMBINED BUSINESS ADMINISTRATION - LAW PROGRAM

A knowledge of business is highly desirable as a foundation for the study of law. Thorough knowledge of the principles and processes of our economic organization is essential to the proper understanding and application of legal principles. A knowledge of accounting is also helpful in connection with tax work.

General Prelegal Requirements

The Creighton University School of Law will consider for admission applicants who have completed at least three-fourths of the college work required for the bachelor's degree in the College of Business Administration. Ninety-six semester hours are three-fourths of the total required for a degree from the College of Business Administration.

There are no specifically required prelegal subjects; but not more than ten per cent of the college credits presented may be in non-theory courses such as basic military science, hygiene, domestic arts, physical education, or similar courses.

In considering applicants for admission, consideration is given to the results of the Law School Admission Test, the applicant's college record, and other pertinent information.

Combined Business Administration-Law (3-3) Program

Business administration students may receive both the degree of Bachelor of Science in Business Administration with the Prelaw Business major and the degree of Juris Doctor at the end of the fourth and sixth years respectively, subject to the following requirements:

Students following the B.S.B.A./J.D. program will be considered candidates for the B.S.B.A. degree following the completion of the first year in law; i.e., the fourth year of the program. Such candidates for the B.S.B.A. must file an application for degree with the University Registrar by February 15 for the degree to be conferred in May.

The student must complete 32 credit hours, with at least a "C" average, in the first full year of the Creighton University School of Law, and the student must have completed at least 48 undergraduate hours at Creighton University.

B.S.B.A., J.D., M.B.A.—Seven-Year Program

Qualified students who want to earn three degrees (B.S.B.A., J.D., and M.B.A.) within a seven-year period can do it by following the 3-3 program described above and in the seventh year enrolling in the M.B.A. program. These programs provide an excellent preparation for employment in either the private or public sector of the economy.

Certificate in Business Administration

A student enrolled outside the College is entitled to enroll in thirty-one (31) semester hours in the College of Business Administration. Please Note: The 31 required certificate hours are the maximum number of credits in which a nonbusiness administration student may enroll in the College of Business Administration. Upon successful completion of the requirements, the student will receive a certificate from the College of Business Administration.

The student must attain a cumulative Q.P.A. of 2.0 or better in the business administration courses. Of the 31 required hours, at most 12 hours of transfer credits can be applied toward the Business Certificate.

The required courses for the certificate are Accounting 201, Accounting 202; Business 201, Business 229; Economics 203, Economics 205; Finance 301; Management 301; Management Information Systems 353; and Marketing 319. The standard course prerequisites apply to these courses.

A certificate in Business Administration prepares a nonbusiness student for graduate work in a Master of Business Administration Program. The certificate requirements drastically reduce the foundation courses needed for entrance in the Creighton M.B.A. and M.S. in Information Technology Management programs. However, entrance into Business Administration programs depends upon whether the student meets the standards of the College of Business Administration.

3/3 PROGRAM SAMPLE PLAN OF STUDY FRESHMAN YEAR

<i>Fall Semester</i>	<i>Sem. Hrs.</i>	<i>Spring Semester</i>	<i>Sem. Hrs.</i>
Freshman Seminar (FRS 112)	1	World Literature I or II	3
Computer Literacy (FRS 113)	0	(ENG 120 or 121)	
Rhetoric and Composition (ENG 150)	3	Principles of Communication Competence (COM 152)	3
Critical and Historical Introduction to Philosophy (PHL 107)	3	Applied Mathematics (MTH 201)	3-4
Religious Inquiry: Christianity in Context (THL 100)	3	or	
Social Science*	3	Applied Calculus or Calculus I (MTH 141 or 245)	3-4
Applied Calculus or Calculus I (MTH 141 or MTH 245)	3-4	Natural Science*	3
or		Introduction to Critical Thinking (PHL 147)	3
Applied Mathematics (MTH 201)	<u> </u>	Total Hours	15-17
Total Hours	16-17		

SOPHOMORE YEAR

<i>Fall Semester</i>	<i>Sem. Hrs.</i>	<i>Spring Semester</i>	<i>Sem. Hrs.</i>
Principles of Accounting I (ACC 201)	3	Principles of Accounting II (ACC 202)	3
Introductory Microeconomics (ECO 203)	3	Introductory Macroeconomics (ECO 205)	3
Legal Environment of Business (BUS 201)	3	Legal Environment of Business (BUS 201)	3
Statistical Analysis (BUS 229)	4	or	
Introductory Psychology (PSY 111)	3	Business Ethics (BUS 256)	
or		Modern Western World (HIS 101)	3
Modern Western World (HIS 101)	<u> </u>	or	
Total Hours	16	Introductory Psychology (PSY 111) Theology (200 level or above, except 250) non-restricted elective (VIIC *elective)	3 <u>3</u>
		Total Hours	18

JUNIOR YEAR

<i>Fall Semester</i>	<i>Sem. Hrs.</i>	<i>Spring Semester</i>	<i>Sem. Hrs.</i>
Managerial Process and Organizational Behavior (MGT 301)	3	Strategic Management (BUS 471)	3
Managerial Finance (FIN 301)	3	International Business (IIIB *elective)	3
Principles of Marketing (MKT 319)	3	Advanced Composition (ENG 251)	3
Management Information Systems (MIS 353)	3	or	
Business Elective non-restricted	3	Managerial Communication (COM 314)	
elective (VIIC *elective)	<u>0-1</u>	Production and Operations Management (MGT 385)	3
Total Hours	15-16	Business Elective	<u>3</u>
		Total Hours	15

* Refer to the General Curriculum

GRADUATE STUDY

Master of Business Administration

The College of Business Administration offers, through the Graduate School, an evening program of advanced professional training leading to the degree of Master of Business Administration. The primary objective of this program is to provide an opportunity for qualified individuals to develop knowledge, abilities, attitudes, and understandings which will constitute a foundation for their growth into effective administrators and creative leaders in business, industry, and government. Effective managerial decision-making is stressed rather than advanced study in a single area of concentration.

Enrollment in the M.B.A. program is open to any student who meets the following requirements: (1) a baccalaureate degree from institutions accredited by a council on postsecondary accreditation that is a recognized institutional accrediting agency; (2) high scholastic achievement on the undergraduate level; (3) an acceptable score on the Graduate Management Admission Test (GMAT); (4) evidence of character, aptitude, and capacity for graduate study. The Admissions Committee will also consider an applicant's intellectual development during the course of his previous academic career, his extracurricular activities, employment experience, and other evidences of motivation for graduate work.

The minimum course requirements for graduates of accredited colleges of business administration consist of the satisfactory completion of thirty-three semester credit hours of strictly graduate study. Graduates of liberal arts, engineering or other non-business schools who have had no previous business administration courses will be expected to complete prerequisite work in accounting, business law, economics, finance, management, marketing, operations analysis, and statistics.

Master of Science in Information Technology Management

The College of Business Administration offers, through the Graduate School, an evening program leading to the degree Master of Science in Information Technology Management. The M.S. degree is designed to prepare qualified individuals for administrative careers in information technology management. Because the information technology management specialist needs more than substantial technical and theoretical knowledge, the curriculum is structured to combine rigorous study of computer hardware and software with course work addressing organizational issues that impact the computer specialist. Enrollment requirements are the same as the M.B.A. (above).

The minimum course requirements include thirty-three hours (upper level graduate) with an eighteen-hour core component and fifteen hours of elective course work. Admission presupposes high-level proficiency with personal computers, and students must complete CSC 221 and CSC 222 or their equivalents. Candidates should also have completed at least three hours of applied calculus. Candidates holding a non-business baccalaureate degree must demonstrate proficiency in general foundation business administration areas that may be satisfied by successfully completing M.S. foundation courses (or their equivalent) in accounting, economics, statistics, finance, marketing, and management.

Master of Science in Electronic Commerce

The College of Business Administration offers, through the Graduate School, an evening program leading to the degree of Master of Science in Electronic Commerce. The M.S. degree is designed to prepare students to take on leadership positions in the electronic commerce field in business, government, and institutions. Graduates will understand the strategies and tactics of e-commerce and be able to apply them in the changing business environment. The curriculum will provide graduates with a solid technical skill set in e-commerce technologies (Internet languages, e-commerce ready

Web sites, database design, telecommunications infrastructure, etc.) as well as marketing, advertising, legal, control, and privacy issues in e-commerce.

The minimum course requirements include thirty-three hours (upper level graduate) with a twenty-one hour core component, nine hours of elective course work, and a three-hour e-commerce project course. Admission requirements are similar to those of the M.B.A. (above); however, students have the option of taking either the GMAT or graduate record Exam (GRE). Applicants must demonstrate competency in a programming language and a fundamental understanding of business concepts (management, marketing, economics, etc.). Each applicant's credentials will be evaluated separately to determine the foundation course work required.

The *Graduate Bulletin* is the official publication of the Graduate School, and its contents direct and govern all graduate programs.



PROGRAMS OF STUDY-III

SCHOOL OF NURSING

The School of Nursing offers three programs for undergraduate study in nursing: the Traditional Program for qualified high school graduates, the Accelerated Nursing Curriculum (ANC) for qualified persons with non-nursing baccalaureate or higher degrees, and the RN-degree completion program known as Linking Education and Practice (LEAP) for qualified graduates of diploma or associate degree programs in nursing. The traditional and the LEAP Programs also are offered on the satellite campus in Hastings, Nebraska. Recently, the RN-degree completion program (LEAP) implemented distance education to various off-campus sites. In addition, the School of Nursing offers a graduate program in nursing designed to prepare nurses for advanced practice.

STATEMENT OF OBJECTIVES

The School of Nursing seeks to provide opportunities and guidance for students to master the knowledge and skills necessary to become competent professional nurses and to develop their individual intellectual, spiritual, and physical potential. Qualities considered highly desirable for nursing are critical thinking skills, sensitivity to feelings, responses, and needs of others; verbal and nonverbal communication skills; integrity and a developed sense of values. The School believes that understanding and managing the care of clients can only be achieved by balancing the knowledge and skills gained in the humanities, basic sciences, and nursing.

Nursing is an applied discipline devoted to achieving the outcomes of health promotion, maintenance, and restoration for diverse populations in various settings. Nursing uses theoretical knowledge and research findings from the health sciences, physical and social sciences and from the humanities as the basis for managing the care of individuals, families, groups, and communities from diverse cultures. Collaboration among health disciplines in conjunction with clients enhances the quality of health care and achievement of outcomes related to health promotion, maintenance, and restoration. Throughout their educational career, students are provided learning opportunities that enhance their knowledge base, critical thinking abilities and professional competency. Completion of the program prepares students to practice as generalists in a variety of settings with diverse populations. Because of the School's belief that learning is a lifelong endeavor, completion of this program provides a foundation for advanced study at the graduate level.

PROGRAM OF STUDY IN NURSING

The baccalaureate program in nursing is designed to prepare qualified graduates for practice in multiple settings with diverse populations. Upon completion of degree requirements, students are eligible to take the Registered Nurse (RN) licensure examination.

Traditional Nursing Curriculum

The well-prepared high school graduate ordinarily spends four academic years completing the requirements for the degree of Bachelor of Science in Nursing. This four-year curriculum leading to the degree is referred to as the "traditional program" in nursing. During the freshman year, a student in the traditional program is enrolled in the nursing seminar and liberal arts and sciences courses. During the sophomore year, traditional program students are offered nursing courses in health assessment, pathophysiology, lifespan development, and nutrition as well as other basic science and humanities courses. These courses are the foundation for the practicum courses at the junior and senior levels. During their junior and senior years, traditional program students are enrolled in nursing practicum courses focusing on outcomes-based nursing practice. Emphasis is placed on the nurse's utilization of the care management model as a basis for achieving optimal outcomes through health promotion, maintenance, and restora-

tion of altered health states. The senior year culminates in a practicum designed to provide a concentrated experience in complex collaborative nursing care management under the supervision of a nurse preceptor. The practicum experiences are obtained in a wide variety of hospital and community-based agencies to enrich the learning opportunities. The School of Nursing provides the instruction for the practicum experiences in collaboration with the cooperating agencies.

Since the cooperating agencies are located within easy commuting distance of the University, the student may reside in University housing and continue campus activities without interruption. Thus the student is able to enjoy the privileges and assume the responsibilities of a regular full-time University student during the entire nursing program.

ACADEMIC REQUIREMENTS

Admission

High school graduates who are first time freshmen wishing to pursue the traditional program of study leading to the degree of Bachelor of Science in Nursing apply to the Admissions Office of the University. The School of Nursing recommends that these students have high school courses in biology and chemistry and an ACT composite score of at least 22. Transfer students interested in Nursing apply directly to the School of Nursing. General admission requirements for freshman and transfer students are listed in the Creighton University Undergraduate bulletin under the heading “Admissions”.

Transfer students from non-nursing and nursing majors may be admitted providing the School of Nursing can accommodate them. If transferring from another program of nursing, a letter of recommendation from the Dean or chair of the program of nursing in which the student was previously enrolled must be submitted.

Advanced Placement and Credit

The policies of the College of Arts and Sciences governing the granting of advanced placement and/or credit apply to students in the School of Nursing except for selected nursing courses. Course descriptions or course syllabi of any previous nursing courses must be submitted for evaluation at the request of the School of Nursing’s Undergraduate Admissions and Promotions Committee.

All applicants are required to complete the Technical Standards and Safety Form. Because of the integral relationship between the educational program in nursing and health care delivery system, students will be expected to meet additional requirements and expenses related to health examinations, uniforms, transportation to practicum experiences, and malpractice insurance while enrolled in clinical nursing courses. Specific information about these matters can be obtained from the Office of the Dean.

Co-Major in Arts and Sciences

Students in the School of Nursing may complete an additional field of concentration or co-major in the College of Arts and Sciences. The second field is in addition to the B.S. in Nursing degree; students **do not** receive a B.A. or B.S. degree from Arts and Sciences. Requirements of the co-major or field of concentration are listed in each department’s entry in the catalog. To apply for a second field of concentration or a co-major, the student should contact the Associate Dean of Student Affairs in the School of Nursing for appropriate consultation and referral.

Requirements for Graduation

A candidate for a degree must have earned a minimum of 128 semester hours of credit with a quality-point average (QPA) of 2.00 or above. A 2.00 average or above is required for all courses in the field of concentration, all support courses to nursing, and all required physical and social sciences. See further degree requirements on page 83.

CURRICULAR REQUIREMENTS

The nursing curriculum offers a prescribed sequence of courses and learning experiences that provide for the progressive development of knowledge and skills necessary for practice as a nurse generalist. Courses are sequential in nature and must be taken in the order identified. The program also establishes the foundation for graduate study in nursing.

Traditional Curriculum. The traditional baccalaureate curriculum is designed for recent high school graduates and requires eight (8) semesters of full-time study.

A. General Information

1. Freshman Nursing Students whose ACT Composite score is 21 or below are required to take FRS 120 "Becoming a Master Student" during their first semester.
2. Freshman Nursing students whose Fall mid-term QPA is below 2.2 are required to take three sessions of the Student Success Program in the Fall semester. They also are required to preregister for FRS 120 – "Becoming a Master Student" for 2 credit hours in Spring Semester. If their first semester QPA is a 2.2 or higher, they may drop FRS 120.

B. Traditional Baccalaureate Curriculum Plan- Omaha and Hastings Campuses

1. Core Curriculum Categories - TOTAL = 57 semester hours. General Education courses fall into five categories. The School of Nursing follows a modified version of the Core Curriculum established by the College of Arts and Sciences.

CORE CATEGORY A: Theology, Philosophy and Ethics (TPE) - 12 hours

Christianity in Context (Theology - THL 100) - 3 hrs
Scripture (Theology 200 level) - 3 hour
Foundations for Ethical Understanding (Philosophy/Theology - PHL THL 250 - 3 hrs)
Applied Ethics (HPE 311 preferred) - 3 hours - Taken in senior year

CORE CATEGORY B: Cultures, Ideas and Civilizations - 12 hours

History (100 level) - 3 hours
Critical & Historical Intro. to Western Philosophy (PHL 107) - 3 hours
World Literature I: The Beginning to the 16th Century (ENG 120) - 3 hours
World Literature II: The 16th Century to the Present (ENG 121) - 3 hrs

CORE CATEGORY C: Natural Science - 19 hours

- * Basic Human Anatomy (BMS 111) - 4 hours
- * Physiology (BMS 303) - 4 hours
- * Fundamentals of General Chemistry (CHM 111) - 3 hours
- * Fundamentals of Biological Chemistry (CHM 112/113) - 4 hours
- Microbiology (MIC 141) - 4 hours

CORE CATEGORY D: Social and Behavioral Sciences - 6 hours

- * Introductory Psychology (PSY 111) - 3 hours
- * Self and Society (SOC 101) or Human Variation (ANT 111) or Social Problems: Values, Issues, and Public Policy (SOC 223) - 3 hours

CORE CATEGORY E: Skills - 5 hours (Including but not limited to):

College Writing (ENG 150)
Mathematics (MTH 135, 137, 201 or 245)
Statistics (PSY 211)
Speech/Studio and Performing Arts (COM 152/Fine & Performing Arts)
Languages (Classics and Modern Languages)
(NOTE: Selection of courses in this category must represent at least two disciplines, e.g., Math and Languages.)

CORE CATEGORY F: ELECTIVES - 3 hours (choice of student)

- * Courses required to enter sophomore level nursing courses. Student must receive a "C" or better in each of these courses and in Microbiology.

CREIGHTON UNIVERSITY SCHOOL OF NURSING
Traditional Baccalaureate Curriculum

FRESHMAN YEAR (34 Semester Hours)

<i>Fall Semester</i>	<i>Sem. Hrs.</i>	<i>Spring Semester</i>	<i>Sem. Hrs.</i>
BMS 111 Basic Human Anatomy	4	CHM 112/113 Fundamentals of Biological Chemistry/Lab	4
NUR 115 Seminar in Professional Nursing	1	History	3
PSY 111 Introductory Psychology	3	BMS 303 Physiology	4
SOC 101 or ANT 111 or SOC 223	3	ENG 120 World Literature I	3
CHM 111 Fundamentals of General Chemistry	3	THL 100 Christianity in Context	<u>3</u>
Skills (ENG 150 required if ENG ACT score below 22)	<u>3</u>		17
	17		

SOPHOMORE YEAR (33 Semester Hours)

<i>Fall Semester</i>	<i>Sem. Hrs.</i>	<i>Spring Semester</i>	<i>Sem. Hrs.</i>
NUR 224 Health Assessment	2	NUR 252 Human Pathophysiology	3
NUR 225 Health Assessment Practicum	1	NUR 253 Human Pathophysiology Practicum	1
NUR 228 Lifespan Development	2	NUR 223 Nutrition	2
NUR 229 Lifespan Development Practicum	1	THL 200 Level	3
MIC 141 Microbiology	4	PHL 250 Ethics	3
Skills Course	2	Elective	3
PHL 107 Critical & Historical Introduction to Philosophy	<u>3</u>	ENG 121 World Lit II	<u>3</u>
	15		18

JUNIOR YEAR (33 Semester Hours)

<i>Fall Semester</i>	<i>Sem. Hrs.</i>	<i>Spring Semester</i>	<i>Sem. Hrs.</i>
NUR 361 Informatics in Health Care	2	NUR 353 Principles of Population-based Health Care	3
NUR 362 Informatics Practicum	1	NUR 371 Care Mgt. Processes for Episodic & Chronic Health Alterations I	5
NUR 351 Care Mgt. Concepts for Health Promotion, Maintenance, & Restoration	5	NUR 372 Care Mgt. Practicum II	5
NUR 352 Care Mgt. Practicum I	4	NUR 377 Research for Health Professionals	<u>3</u>
NUR 341 Nursing Mgt. of Pharmacotherapy	3		16
NUR 354 Power, Politics, & Policy in Health Care	<u>2</u>		
	17		

SENIOR YEAR (28 Semester Hours)

<i>Fall Semester</i>	<i>Sem. Hrs.</i>	<i>Spring Semester</i>	<i>Sem. Hrs.</i>
NUR 471 Care Mgt. Processes for Episodic & Chronic Health Alterations II	5	NUR 481 Senior Seminar	3
NUR 472 Care Mgt. Practicum III	5	NUR 482 Senior Practicum Preceptorship	<u>10</u>
NUR 473 Leadership for Care Management	2		13
Applies Ethics (HPE 311 preferred)	<u>3</u>		
	15		

Total Semester Hours = 128

Individualized plans of study have been established for students interested in pre-med. Plans also have been established for Army and Air Force ROTC students. A five-year plan of study is also available.

ACCELERATED NURSING CURRICULUM (ANC)

The Accelerated Curriculum in Nursing was initiated at Creighton University in May of 1975. It is a one-calendar-year program for individuals who hold non-nursing baccalaureate or higher degrees. Before admission to the program, an individual must have completed the courses in the social and physical sciences (or acceptable substitutes) required in the traditional program. A Bachelor of Science in Nursing degree is awarded at graduation.

Admission

Individuals who hold a baccalaureate degree in another field and want to pursue a B.S.N. may apply directly to the School of Nursing. Admission decisions are based on the following criteria:

1. A baccalaureate or higher degree in another discipline from an accredited college or university.
2. Evidence of academic achievement of **at least** 2.5 quality point average or higher on a 4.0 scale. (No applicants are considered with a grade point average below 2.5).
3. Completion of courses (with a minimum of "C" or above) meeting or equivalent to prerequisite courses for a major in nursing.
4. Evidence of potential and motivation for nursing.
5. Evidence of prior work success and/or ability to handle academic schedules.

Prerequisite Requirements

The following courses and other requirements must be completed prior to beginning the Accelerated (B.S.N.) Curriculum. Applicants may be conditionally accepted to the class of their choice prior to completion of designated prerequisites if their plan of study indicates that all will be completed prior to entry. All courses must carry a grade of C or above to be accepted for transfer to Creighton.

1. 36 semester hours of general education. (These will be allocated from the liberal arts and sciences completed in previous baccalaureate degree.)
2. 12 semester hours of behavioral sciences.
 - A. **General Psychology** (3 sem. hrs.)
 - B. **General Sociology or Cultural Anthropology** (3 sem. hrs.)
 - C. **Developmental Psychology** (3 sem. hrs.). This course should cover the lifespan through old age. If applicant completed a course in only child and adolescent Psychology, an additional independent study (through Creighton) in adulthood and aging is required prior to or concurrent with the first 8 weeks of the program.
 - D. **Bioethics or Ethics** (3 sem. hrs.). The application of ethical theories to contemporary problems of human life; emphasizes the process of making ethical/moral judgments. (Courses usually offered out of Philosophy departments.)
3. Physical and Biological Sciences (19 sem. hrs.)
 - A. **Normal Nutrition** (2 sem. hrs.)
 - B. **Microbiology** (4 sem. hrs.)
 - C. **Chemistry** (7 or 8 sem. hrs. - may be either General Chemistry I and II or a Chemistry Survey course followed by Organic and/or Biochemistry.)
 - D. **Anatomy and Physiology** (8 sem. hrs. - this may be two combined courses or a human anatomy course and a mammalian or vertebrate physiology course.)
 - E. If previous science courses are on the quarter system (qrt. hr. = 2/3 sem. hr.) all the equivalent prerequisite courses must be completed and the total semester credits must be at least 18 (same as 27 qrt. hrs.) If science credits do not total 18, it will be necessary to take additional science credits. (Nutrition credit does not count toward the 18).
4. Science credits earned over ten years ago will be individually evaluated.

5. All correspondence/independent study courses must be reviewed and approved.
6. Applicants must be certified in cardiopulmonary resuscitation (CRP) on entry into the program. Either Red Cross - "Basic Life Support for the Professional Rescuer", or Heart Association - Level C, Health Care Providers are accepted.
7. All applicants are required to complete the Technical Standards and Safety Form, and to meet admission requirements related to health examinations and immunizations.
8. Computer Literacy is not required as a prerequisite course to the program. However, students should be computer proficient since some assignments require this skill.

ACCELERATED NURSING CURRICULUM

FIRST SEMESTER

	<i>Sem. Hrs.</i>
NUR 288 Health Assessment	2
NUR 289 Health Assessment Practicum	1
NUR 252 Pathophysiology	3
NUR 294 Introduction to Professional Nursing	2
NUR 290 Care Management Concepts for Health Promotion and Outcomes Improvement	5
NUR 291 Care Management for Health Promotion and Outcomes Improvement Practicum	5
NUR 293 Research and Scientific Inquiry I	1
	19

SECOND SEMESTER

NUR 341 Nsg. Management of Pharmacotherapy	3
NUR 394 Health Care Management and Leadership	2
NUR 390 Care Management and Outcomes Improvement for Altered Health States	5
NUR 391 Care Management and Outcomes Improvement for Altered Health States Practicum	7
NUR 393 Research and Scientific Inquiry II	2
	19

THIRD SEMESTER

NUR 494 Seminar in Professional Nursing	3
NUR 496 Care Management and Outcomes Improvement for Complex Altered Health States	5
NUR 497 Care Management and Outcomes Improvement for Complex Altered Health States Practicum	10
NUR 493 Research and Scientific Inquiry III	2
	20

LINKING EDUCATION AND PRACTICE PROGRAM OF STUDIES FOR RN'S (LEAP)

The Linking Education and Practice Program (LEAP) option is available for Registered Nurses (RNs) who wish to pursue a program of study leading to the degree of Bachelor of Science in Nursing. The LEAP Program is designed to meet the educational objectives of the traditional program while considering the special needs of RNs. All required courses have been specifically designed for the RN Student. The LEAP Program is comprised of transfer credit already earned, credits earned by validation and formal course enrollment. Nursing classes meet one day a week. Clinical requirements are individually designed and may be completed in the work setting.

Admission

Registered Nurses who have graduated from an associate degree program or diploma program in nursing, who show evidence of consistent academic ability, and are eligible for licensure in Nebraska, may apply directly to the School of Nursing Admissions Office. RNs who have not practiced nursing in the past five years will be considered on an individual basis. Applicants must submit an application and the following documents to the School of Nursing Admissions Office:

1. Official college and School of Nursing transcripts
2. Safety and Technical Standards Form
3. A copy of current Nursing license
4. Two letters of reference, one from the director of the basic nursing program and one from the most recent nursing employer. If the student graduated longer than five years ago, both reference letters should be from employers or peers.
5. An interview may be required at the discretion of the Admissions and Promotions Committee.

Progression Policies

General progression policies apply. A maximum of five years is allowed to complete the curriculum. Students who have not earned Creighton credit in a one-year period (unless on leave of absence) will be considered to have withdrawn and must apply for readmission to the program.

LEAP Curriculum Requirements

There are 64 credits required as nursing support courses. Nineteen of these credits must be science hours. A three credit hour theology course and a three credit hour ethics course are required. A flexible transfer policy is in place. Prerequisites are the same as the traditional program. There are 39 credit hours in the nursing courses.

Following successful completion of NUR 317 and 318, students will be awarded 25 semester hours of nursing credit for validation of prior learning.

CREIGHTON UNIVERSITY SCHOOL OF NURSING
Linking Education and Practice (LEAP)
RN-BSN Curriculum

PRE-SUMMER SESSION

NUR 108 RN Seminar	1
NUR 224 Health Assessment	2
NUR 225 Health Assessment Lab	1

SUMMER SESSION

NUR 252 Pathophysiology	3
NUR 317 Professional Nursing Transition	2
NUR 318 Professional Practice Lab	2
NUR 320 Informatics in Health Care	1
NUR 321 Informatics Lab	1

FALL SESSION

NUR 353 Principles of Population-Based Health Care	3
NUR 441 Nursing Care Management and Outcomes Improvement I	3
NUR 442 Care Management Lab I	4
NUR 377B Research for Health Professionals	3

SPRING SESSION

NUR 354 Power, Politics and Policy in Health Care	3
NUR 461 Nursing Care Management and Outcomes Improvement II	3
NUR 462 Care Management Lab II	4
NUR 478 Leadership for Care Management	2
NUR 490 Data Management Lab	1

NURSING SUPPORT COURSES

Chemistry, Microbiology, Anatomy and Physiology	19
Sociology	3
Psychology	3
Developmental Psychology	3
Liberal Arts	30
Electives	6

TOTALS HOURS REQUIRED

Nursing Credit Hours Required	39
Validated Credit Hours	25
Nursing Support Course Credits Required	<u>64</u>
TOTAL CREDIT HOURS	128

PROGRAMS OF STUDY—IV

UNIVERSITY COLLEGE

Creighton's University College is an undergraduate college for adult students who wish to pursue a degree or certificate program or who want to take classes for personal enrichment or professional advancement.

THE MISSION

In order to provide a value-centered education for its students in an atmosphere of concern for the individual, University College participates in the Catholic and Jesuit mission of Creighton, extending the commitments and resources of the University beyond traditional academic boundaries.

ADMISSION

The normal minimum age for admission to University College is 23. Students may attend daytime or evening classes on a full- or part-time basis. While application for admission is not required, persons who are admitted as either degree- or certificate-seeking students may apply for financial aid. Special students taking courses not leading to a degree or certificate are not eligible for most financial aid. Persons who have been dismissed from any educational institution in the previous year are not eligible to enroll in University College.

THE PROGRAMS

Bachelor's Degree Programs

University College degree-seeking students may follow bachelor's degree programs from the College of Arts and Sciences or the College of Business Administration. Students may earn degrees in any of the major areas of study in either college; however, only certain majors can be completed by attending evening classes exclusively. University College students may also follow a degree program offered in cooperation with the School of Medicine and leading to a Bachelor of Science in Emergency Medical Services. The student has the option of completing the EMS major by attending evening or day classes. The following majors and degrees can be earned at night:

Major	Degree
Accounting	Bachelor of Science in Business Administration
Applied Communication	Bachelor of Arts
Applied Computer Science	Bachelor of Science
Atmospheric Sciences	Bachelor of Science or Bachelor of Science in Atmospheric Sciences
Computer Science	Bachelor of Science
Corporate Communication	Bachelor of Arts
Emergency Medical Services	Bachelor of Science in Emergency Medical Services
Journalism/Public Relations	Bachelor of Arts
Ministry	Bachelor of Arts
Organizational Communication	Bachelor of Arts
Psychology	Bachelor of Arts

Degree Requirements for Bachelor of Arts, Bachelor of Science and Bachelor of Science in Business Administration

Specific degree requirements can be found on pages 92-100 and 112-122 for the Colleges of Arts and Sciences and Business Administration programs respectively.

Degree Requirements for the Bachelor of Science in Emergency Medical Services (BSEMS)

General Education Categories

Theology/Philosophy/Ethics **15 Sem. Hrs.**

- THL 100—Religious Inquiry
- THL 2XX—200-level course
- PHL 343—Ethics and the Professions
- THL 3XX—Elective
- THL 567—Ethical Issues in Health Care

Culture/Ideas/Civilization **18 Sem. Hrs.**

- HIS 101—History of the Modern Western World
- PHL 107—Critical/Historical Introduction to Philosophy
- Twelve hours of electives from the following departments:
English, History, Classical Civilization; or
International/Global Studies in Anthropology,
Sociology, Journalism, or Social Work

Natural Sciences **7-8 Sem. Hrs.**

- Two courses from the departments of Biomedical Sciences (Anatomy), Atmospheric Sciences, Biology, Chemistry, Natural Sciences, and Physics

Social/Behavioral Sciences **6 hours**

- Two courses from the departments of Anthropology, Economics, Education, Political Science, Psychology, and Sociology

Skills **12-13 Sem. Hrs.**

- ENG 150—Rhetoric and Composition
- CSC 102—Applications Software or another 3-credit computer course*
- MTH 135—College Algebra **OR** MTH 201—Applied Mathematics
- COM 152—Principles of Communication Competence

Support **15 Sem. Hrs.**

- CSC 102—Applications Software*
- ECO 203—Introductory Microeconomics*
- MKT 319—Principles of Marketing
- PHL 343—Ethics and the Professions*
- THL 567—Ethical Issues in Health Care*
- *Also Applicable to General Education Categories

Major **32-36 Sem. Hrs.**

Prerequisite: EMS 101—Fundamentals of Emergency Medical Services—with grade of “C” or better or equivalent course and successful completion of entrance exam.

Required Courses

- EMS 201—Introduction to Paramedicine
- EMS 210—Paramedicine I: Cardiac
- EMS 213—Clinical Practicum I
- EMS 221—Paramedicine II: Medical Emergencies
- EMS 223—Clinical Practicum II
- EMS 251—Field Practicum I
- EMS 331—Paramedicine III: OB, Pediatrics, and Behavioral
- EMS 333—Clinical Practicum III
- EMS 340—Paramedicine IV: Trauma
- EMS 343—Clinical Practicum IV
- EMS 352—Field Practicum II
- EMS 353—Field Practicum III

Free and EMS Electives (Variable)

TOTAL SEMESTER HOURS FOR BSEMS: 128

NOTE: Students who have successfully completed the major courses are eligible for national registry or state certification as paramedics.

AWARDING OF DEGREES

Most degrees are awarded by the college in which the program originates. Bachelor of Arts, Bachelor of Science, Associate in Arts and Associate in Science degrees are awarded by the College of Arts and Sciences; the Bachelor of Science in Business Administration is awarded by the College of Business Administration. The Bachelor of Science in Emergency Medical Services is awarded by the School of Pharmacy and Allied Health Professions.

University College students complete the degree requirements of the school awarding the degree. See pages 112-117 for the general and major requirements for a Bachelor of Science in Business Administration. General requirements for College of Arts and Sciences degrees can be found on pages 92-93. Specific Arts and Sciences major requirements are given under each department's listing in the Courses of Instruction section. General and major requirements for the Bachelor of Science in Emergency Medical Services are above and on the page immediately preceding this.

ASSOCIATE DEGREES

Associate degrees are available to students enrolled in University College only. A candidate for an Associate in Arts or Associate in Science degree must have earned 64 semester hours of credit with a quality-point average (QPA) of 2.00 or above for all courses attempted at Creighton University and 2.00 or above for all courses in the field of concentration. Students who earn an associate degree may continue on for a bachelor's degree. All work completed in an associate degree program can be applied toward a bachelor's degree.

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

Associate in Arts degrees are offered in five major fields: Journalism/Public Relations, Ministry, Organizational Communication, Spirituality, and Theology. The Associate in Science degree is offered with majors in Computer Science and Mathematics. Associate Degree requirements follow.

Associate Degree Requirements

Core Curriculum for All Majors	Sem. Hrs.
Category A: Theology, Philosophy, and Ethics	9
THL 100—Religious Inquiry (3 hrs.)	
THL 2XX—Scripture	
PHL 250 OR THL 250 —Foundations for Ethical Understanding (3 hrs.)	
Category B: Cultures, Ideas, and Civilizations	9
ENG 120—World Literature I OR	
ENG 121—World Literature II (3 hrs.)	
HIS 101—The Modern Western World (3 hrs.)	
PHL 107—Critical and Historical Introduction to Philosophy (3 hrs.)	
Category C: Natural Sciences	4
One approved course with laboratory from the following departments: Atmospheric Sciences/Biology/Chemistry/Environmental Sciences/ Natural Science/Physics (4 hrs.)	
Category D: Social Sciences	3
One approved course from the following departments: Anthropology/Economics/Political Science/Psychology/Sociology (3 hrs.)	
Category E: Skills	6-7
Two courses from the following	

ENG 150—Rhetoric and Composition (3 hrs.)
 MTH 201 Applied Mathematics OR
 MTH 245 Calculus I (3-4 hrs.)
 COM 152—Principles of Communication Competence OR
 Studio/Performing Arts (3 hrs.)
 Classical or Modern Languages (3 hrs.)

**Total Core Requirements (Applicable to all majors except
 Emergency Medical Services) 31-32**

Associate in Arts Degrees

Ministry Major Sem. Hrs.

Core Curriculum Requirements (See above) 31-32
 Major Requirements 25
 1 course in OT; 1 course in NT, THL 250, 392, 491, 560, 561; two courses
 from THL 325, 335, 339
 Electives 7-8
**Total core, major and elective hours
 for the AA Degree 64**

Spirituality Major Sem. Hrs.

Core Curriculum Requirements (See above) 31-32
 Major Requirements 25
 1 course in OT; 1 course in NT, THL 250, 491, 544, 561, 575; two courses from
 THL 325, 335, 339
 Electives 7-8
**Total core, major, and elective hours
 for the A.A. Degree 64**

Theology Major

Core Curriculum Requirements (See above) 31-32
 Major Requirements 25
 1 course in OT, 1 course in NT, THL 250, 491, 561; two courses from THL
 325, 335, 339; two 300-500-level courses chosen in consultation with advisor
 Electives 7-8
**Total core, major, and elective hours
 for the A.A. Degree 64**

Journalism/Public Relations Major Sem. Hrs.

Core Curriculum Requirements (See above) 31-32
 Major Requirements 15
 JMC 219, 323, 331, 339, 341
 Support 6
 Six semester hours (300-level or above) approved by the
 major adviser in one or more departments
 Electives 11-12
**Total core, major, and elective hours
 for the A.A. Degree 64**

Organizational Communication Major Sem. Hrs.

Core Curriculum Requirements (See page 93) 31-32
 Major Requirements 27
 COM 320, 360, either 361 or 362, either 463 or 464, 495; and
 six hours upper-division COM courses
 Support 6
**Total core, major, support, and elective
 hours for the A.A. Degree 64**

Associate in Science Degrees

Computer Science Major	Sem. Hrs.
Core Curriculum Requirements (See page 93)	31-32
Major Requirements	18
CSC 221, 222 and 12 semester hours in 500-level CSC courses	
Support	7
MTH 135 and 245	
Electives 7-8	
Total core, major, support, and electives for the A.S. Degree	64
Mathematics Major	Sem. Hrs.
Core Curriculum Requirements (See page 93)	31-32
Major Requirements	24
MTH 245, 246, 347, 545, 581, 591, and either MTH 523 or 529	
Electives 8-9	
Total core, major, and elective hours for the A.S. Degree	64

Associate in Science in Emergency Medical Services

Emergency Medical Services Major	Sem. Hrs.
General Education Requirements	
Theology/Philosophy (6)	
Culture/Ideas/Civilization (6)	
Social/Behavioral Sciences (3)	
Skills (9)	
Total General Education Requirements	24
Major Requirements	36
EMS 101, 201, 210, 213, 221, 223, 251, 331, 333, 340, 343, 352	
Support	1
CSC 102	
Electives 3	
Total GEC, major, support, and electives for ASEMS Degree	64

(Call the University College Dean's Office, 280-2424 or 1-800-637-4279, to request a brochure listing suggested courses for the ASEMS degree.)

CERTIFICATE PROGRAMS

Persons who may not initially want to follow a Bachelor's degree program may enroll in one of the twenty-two certificate programs offered by University College. Those without prior college work may elect to complete a certificate program first and have the option of continuing with the complete degree program. Others who have previously completed a Bachelor's degree may want to enroll in a certificate program for personal enrichment or in order to show a concentration in another area of study.

Courses required in most of the certificate programs are equivalent to major requirements in the degree programs. (The Certificate in Business Administration includes the introductory courses in Accounting, Business, Economics, Finance, Management, Marketing, and Systems. These are most of the foundation courses necessary for admission to the typical MBA program.) The certificate programs are:

Applied Communication	Human Resources Administration
Applied Computer Science	Irish Literature and Culture
Atmospheric Sciences	Liturgy
Broadcast Meteorology	Mathematics
Business Administration	Ministry
Computer Science	Organizational Communication
Corporate Communication	Pre-Health Sciences
Creative Writing	Psychology
Design Production	Public Relations/Advertising
E-Commerce	Spirituality
Environmental Science	Theology

To be eligible for a certificate, students must complete all required courses with grades of C or better. Courses completed with grades below C must be repeated. Unless otherwise stated, at least half of the course work must be completed at Creighton.

Students who complete courses required for a certificate may also use these courses to meet degree requirements.

Individuals who want to follow a certificate program should complete the Application for Admission available in the Dean's Office.

Specific Requirements for Certificate Programs

Certificate Program in Applied Communication

A *Certificate of Applied Communication* will be awarded to the students who successfully complete a total of 27 semester hours from the following courses:

Prerequisite (3 hours):

COM 152 Principles of Communication Competence

Required Courses (15 hours):

COM 200 Introduction to Communication Studies

COM 320 Leadership: Theories, Styles, and Skills OR

COM 321 Studies in Persuasion

COM 340 Communication Analysis

COM 361 Interpersonal Communication

COM 362 Theory and Practice of Group Communication

Select 12 hours from 300-level or above Communication Studies courses.

Certificate Program in Applied Computer Science

A *Certificate in Applied Computer Science* will be awarded to students who complete the following requirements, a total of 24 semester hours:

CSC 221	Computer Programming I
CSC 222	Computer Programming II
CSC 538	Networks—LAN & NOS
CSC 542	Relational Database Design
CSC 544	GUI Development
CSC 546	Client/Server Fundamentals
CSC 548	Object-Oriented Programming
CSC 552	Advanced PC Programming

Certificate Program in Atmospheric Sciences

Atmospheric Sciences 113 is a prerequisite for most upper division courses in Atmospheric Sciences.

Advanced placement is available to students who qualify, particularly for those with meteorological training with the aviation industry, the National Weather Service, or branches of the military. For information contact the Department Chair, Dr. Dean Morss.

A *Certificate of Atmospheric Sciences* will be awarded to students who complete the following courses:

ATS 113	Introduction to Atmospheric Sciences	ATS 571	Dynamic Meteorology I
		ATS 572	Dynamic Meteorology II
ATS 553	Tropical Meteorology	MTH 245	Calculus I
ATS 555	Satellite Meteorology	MTH 246	Calculus II
ATS 561	Synoptic Meteorology	PHY 211	General Physics I & Lab
ATS 562	Synoptic Meteorology II	PHY 212	General Physics II Lab

Certificate Program in Broadcast Meteorology

Students who are interested in a future involving the media and weather can prepare themselves for a career in both by completing the *Broadcast Meteorology Program* offered by University College.

Students will major in either Atmospheric Sciences or Journalism/Broadcasting, and support their major with courses from the other discipline.

Those who major in **Journalism** will complete the following Journalism and Mass Communication (JMC) courses:

JMC 219	News Reporting
JMC 221	Principles of Electronic Media
JMC 223	Basic Communication Design for TV

Eighteen semester hours of 300-level and above JMC courses, including:

JMC 335	History of American Mass Media
JMC 441	Advanced Broadcast Program Design
JMC 491	Senior Seminar in Mass Communications
JMC 529	Law of Mass Communication

For their supporting area they will complete:

ATS 113	Introduction to Atmospheric Sciences and/or
ATS 231	Severe and Unusual Weather
ATS 555	Satellite Meteorology
ATS 561	Synoptic Meteorology I
ATS 562	Synoptic Meteorology II

Students who major in **Atmospheric Sciences** will complete the requirements for the field of concentration in Atmospheric Sciences (See page 164 of this Bulletin.)

and will support their major with: JMC 221, 223 and 333 (News Writing for the Electronic Media); JMC 219, 441 or 467 (Broadcast News Production) and 455 (Projects in Communication) are strongly recommended.

Certificate Program in Business Administration

A *Certificate of Business Administration* will be awarded to students who successfully complete the following requirements, a total of 31 semester hours:*

ACC 201 & 202 Principles of Accounting I, II

BUS 201 Legal Environment of Business

BUS 229 Statistical Analysis

ECO 203 & 205 Introductory Micro- and Macroeconomics

FIN 301 Managerial Finance

MGT 301 Managerial Process and Organizational Behavior

MIS 353 Management Information Systems

MKT 319 Principles of Marketing

***NOTE:** This is the maximum number of hours that a non-College of Business Administration student may complete in the College of Business Administration.

Mathematics—While no specific mathematics courses are required, successful completion of BUS 229 will necessitate mathematical proficiency equivalent to MTH 141—Applied Calculus or MTH 245—Calculus I and MTH 201—Applied Mathematics.

Successful completion of the courses listed introduces the student to the fundamentals of the six functional areas of business: accounting, economics, finance, marketing, management, and systems; and provides an excellent background in Business Administration.

These courses are the majority of the foundation courses which, along with a Bachelor's degree in any discipline, are required for a student seeking admission to the graduate program leading to the degree of Master of Business Administration (M.B.A.). However, entrance into Business Administration masters' programs depends upon whether the student meets the standards of the College of Business Administration.

NOTE: Students must have completed a minimum of 60 semester hours in an accredited institution in order to be admitted to the 300-level courses required to complete this certificate program. At least 19 of the 31 hours required for the Certificate in Business Administration must be taken at Creighton, and the student must attain a cumulative Q.P.A. of 2.0 or better in these courses.

Certificate Program in Computer Science

A *Certificate in Computer Science* will be awarded to students who complete the following:

Core Requirements

21 Semester hours selected from the following list:

General Courses

CSC 221 Computer Programming I (Required)

CSC 222 Computer Programming II (Required)

CSC 509 Discrete Structures

CSC 523 Applied Linear Algebra

Computer Hardware

CSC 514 Introduction to Computer Organization

CSC 515 Computer Architecture

Theoretical Foundation of Computer Science

CSC 525 Automata, Computability and Formal Languages

CSC 527 Data Structure and Algorithm Analysis

Computer Software

- CSC 533 Organization of Programming Languages
- CSC 535 Introduction to Compiler Design
- CSC 536 Introduction to Systems Programming and Operating Systems
- CSC 539 Operating Systems Structure and Design
- CSC 571 Introduction to Data Communications and Networks

Computer Information Management

- CSC 540 Introduction to File Organization and Data Base Systems
- CSC 541 Database Management Systems Design

Applications—Computer Science

- CSC 550 Introduction to Artificial Intelligence
- CSC 555 Computer Graphics

Other Requirements:

Nine additional semester hours of any CSC courses.

Total Hours For A Certificate**30**

NOTE: It is recommended that students who wish to pursue a B.S. degree in Computer Science should take the following courses: CSC 221, 222, 509, 514, 527, 536 and 540.

Certificate Program in Corporate Communication

A *Certificate of Corporate Communication* will be awarded to the students who successfully complete a total of 27 semester hours from the following courses:

Prerequisite (3 hours):

- COM 152 Principles in Communication Competence

Required Courses (15 hours):

- COM 200 Introduction to Communication Studies
- COM 314 Managerial Communication
- COM 321 Studies in Persuasion
- COM 361 Interpersonal Communication OR
- COM 362 Theory and Practice of Group Communication
- COM 495 Special Topics in Communication Studies
- COM 496 Communication Internship
- COM 463 Organizational Assessment
- JMC 323 Principles of Public Relations

Plus 6 credit hours chosen from the following options:

- JMC 341 Public Relations Writing OR
- JMC 379 Publication Design

AND

- COM 564 The Internet OR
- COM 565 Hypermedia in the Classroom OR
- COM 572 Introduction to Desktop Video

Certificate Program in Creative Writing

A *Certificate in Creative Writing* will be awarded to the students who successfully complete a total of 21 semester hours from the following courses:

Prerequisite:

Entry to the Certificate program requires evidence of prior achievement in creative writing in the form of a submitted manuscript (6-8 pages of poetry or 10-15 pages of fiction), to be judged by the Director of Creative Writing and/or a full-time member of the creative writing faculty.

Required Courses (21 hours):

- ENG 300 Introduction to Creative Writing
 ENG 301 Narrative Forms
 ENG 302 Poetic Forms
 ENG 402 Seminar in Creative Writing (6 hours)

Two literature courses chosen in consultation with major advisor. Students are strongly encouraged to take ENG 254 Writing About Literature as one of the required literature courses.

Certificate Program in Design Production (Journalism and Mass Communication)

A *Certificate in Design Production* will be awarded to students who successfully complete the following requirements, a minimum of 21 hours:

Required Courses (21 hours):

- JMC 327 Advertising Design
 JMC 331 Editing
 JMC 375 Photojournalism I
 JMC 379 Publication Design
 JMC 381 Computer Illustration
 JMC 382 Internet and Web Publishing
 JMC 455 Projects in Communication

Certificate Program in Electronic Commerce

A *Certificate in Electronic Commerce* will be awarded to the students who successfully complete a total of 18 semester hours from the following courses:

- CSC 221 Computer Programming I (C++)
 CSC 324 WEB-based Interface Design
 CSC 326 Web Site Administration
 CSC 557 Java Programming
 CSC 542 Relational Database Design
 CSC 528 E-Commerce

Certificate Program in Environmental Science

A *Certificate in Environmental Science* will be awarded to students who complete the following requirements, a total of 61 semester hours:

Core Courses		Sem. Hrs.
NSC/ATS/EVS 113	Introduction to Atmospheric Sciences	3
NSC/ATS/EVS 114	Introduction to Atmospheric Sciences Laboratory	1
BIO 211, 212	General Biology I and II	8
CHM 207, 208	General Chemistry I and II with labs	8
EVS 390	Environmental Science	3
EVS 491	Senior Seminar	2
ATS/EVS 555	Satellite Meteorology	<u>3</u>
Total Core Hours		28

Area of Specialization Requirement

Students take a minimum of 15 credit hours from one of the following areas:

I—Global-Environmental Systems

BIO/EVS 341	General Botany	4
BIO/EVS 435	Field Biology in the Southeastern United States	4
BIO/EVS 440	Field Biology of the Desert Southwest	4
ATS/EVS 443	Environmental Geology	4
BIO/EVS 481	Terrestrial Ecology	4
BIO/EVS 485	Marine and Freshwater Ecology	3
BIO/EVS 486	Freshwater Ecology Laboratory	1

BIO/EVS 487	Marine Ecology Laboratory	2
ATS/EVS 541	Atmospheric Diffusion, Air Pollution, and Environmental Impact Analysis	3
ATS/EVS/ 544	Hydrology	3
ATS/EVS 547	Applications of Remote Sensing	3
ATS/EVS 548	Introduction to Solar-Terrestrial Environment	3
ATS/EVS 553	Tropical Meteorology	3
ATS/EVS 556	Introduction to Physical Oceanography	3
EVS/ATS 566	Climate Theory	3

II—Environmental Pollution

CHM 315	Quantitative Analysis	4
CHM 321/322	Organic Chemistry I and Lab	4
CHM 323, 324	Organic Chemistry II and Lab	4
CHM 416	Instrument Analysis	4
ATS/EVS 443	Environmental Geology	4
CHM 506	Environmental Chemistry and Natural Resources	3
BIO/EVS 511	Radiation Biophysics	3
BIO/EVS 523	Environmental Toxicology	3
ATS/EVS 541	Atmospheric Diffusion, Air Pollution, and Environmental Impact Analysis	3
ATS/EVS 544	Hydrology	3
BIO/EVS 545	Applied Limnology	3
ATS/EVS 552	Boundary Layer Meteorology	3
ATS/EVS 556	Introduction to Physical Oceanography	3

III—Organismal and Population Ecology

BIO/EVS 335	Zoology	4
BIO/EVS 341	General Botany	4
BIO/EVS 435	Field Biology in the Southeastern United States	4
BIO/EVS 440	Field Biology of the Desert Southwest	4
ATS/EVS 443	Environmental Geology	4
BIO/EVS 481	Terrestrial Ecology	4
BIO/EVS 449	Animal Physiology	3
BIO/EVS 450	Animal Physiology Lab	1
BIO/EVS 483	Vertebrate Natural History Lecture	3
BIO/EVS 484	Vertebrate Natural History Laboratory	1
BIO/EVS 485	Marine and Freshwater Ecology	3
BIO/EVS 486	Freshwater Ecology Laboratory	1
ATS/EVS 548	Introduction to Solar-Terrestrial Environment	3
BIO/EVS 487	Marine Ecology Laboratory	2
ATS/EVS 548	Introduction to Solar Terrestrial Ecology	3
BIO/EVS 549	Environmental Physiology	3
BIO/EVS 561	Entomology	4
BIO/EVS 571	Animal Behavior	3
BIO/EVS 572	Animal Behavior Laboratory	2
BIO/EVS 581	Evolution	3

IV—Environmental Policy and Society (At least one course must come from Group B)

Group A:

EVS/SOC 307	Demography: World Population Issues	3
EVS/PLS 333	Environmental Politics and Policy	3
ECO/EVS 353	Environmental Economics	3
SOC/EVS 355	Environment and Society	3

MGT/EVS 374	Management of Environmental Risk	3
HIS/AMS/EVS 462	The Land in the American Experience	3
Group B:		
CHM 506	Environmental Chemistry and Natural Resources	3
EVS 523	Environmental Toxicology	3
EVS 541	Atmospheric Diffusion	3
Total Area of Specialization Hours		15
Support Courses		
PHY 211, 212	General Physics I and II with Labs*	8
MTH 245	Calculus I*	4
Optional Support Courses		
EDU 315	World Geography	3
EVS/PLS 333	Environmental Politics and Policy+	3
ECCO/EVS 353	Environmental Economics+	3
PHL/EVS 354	Environmental Ethics	3
SOC/EVS 355	Environment and Society+	3
ATS 564/EVS 401	Statistics	3
MTH 363		
EVS 374	Management of Environmental Risk+	3
HIS/AMS/EVS 462	The Land in the American Experience+	3
EVS/ATS/NSC 533	Inadvertent Climate Modification	<u>3</u>
Total Support Hours for Certificate		18

* Required for all students

+ Cannot be used to fulfill both Area IV and Support Requirements. Note: Area IV students may use any advanced (non-core) natural science course(s) as elective support.

Special Courses: (These courses are available to all students in the EVS Program as additional electives. They do not substitute for any course requirements for the major).

EVS 480 Environmental Science Internship	1-3 credits
EVS 493 Directed Independent Readings	1-3 credits
EVS 495 Directed Independent Study	1-3 credits
EVS 497 Directed Independent Research	1-3 credits

NOTE: While the majority of the required and optional courses for the Certificate in Environmental Science are offered during the late afternoon and early evening hours, some are offered only during daytime hours. The student may find it necessary to take some day courses. Transfer hours are accepted; however, a minimum of thirty (30) semester hours of the certificate program must be completed at Creighton University.

For more information, call the University College Office, (402) 280-2424 or 1-800-637-4279.

Certificate Program in Human Resources Administration

A Certificate of Human Resources Administration will be awarded to the students who successfully complete a total of 27 semester hours from the following courses:

Required Courses (18 hours):

COM 152	Principles of Communication Competence
COM 320	Leadership: Theories, Styles and Skills
COM 360	Principles of Organization Communication and Development
COM 361	Interpersonal Communication OR
COM 362	Theory and Practice of Group Communication
COM 370	Principles of Human Resource Administration
COM 464	Organizational Training and Development

Select 9 hours from 300-level or above Communication Studies courses or other options as approved by major advisor.

Certificate Program in Irish Literature and Culture

A Certificate of Irish Literature and Culture will be awarded to students who complete the following requirements, a total of 36 semester hours beyond CORE courses. Students complete the following:

CORE Courses:

Six semester hours of basic literature requirement

One three-hour course in composition (ENG 150)

Students complete the following:

ENG 254 Writing About Literature

ENG 330 Introduction to Irish Literature

ENG 340 English Literature I: Medieval/Early Renaissance

ENG 341 English Literature II: Late Renaissance/Neo-Classical

ENG 342 English Literature III: Romantic/Victorian

ENG 509 Shakespeare

ENG 520 History of the English Language

ENG 532 The Irish Renaissance

ENG 533 Contemporary Irish Literature

Students complete three additional Irish literature courses, including one Irish Period or Genre course, one Irish Author course, and one Senior Seminar chosen in consultation with the major adviser.

Certificate Program in Liturgy:

This certificate program in Liturgy is a program open to persons of all denominations who desire a curriculum with a solid theological base and practical application in liturgy. A *Certificate in Liturgy* will be awarded to participants who successfully complete the following requirements (25 semester hours):

Required:

One class in New Testament

THL 207, 208, 209, 210 or 212

One class in Old Testament

THL 201, 202, 203 or 204

THL 250 Theological Foundations for Ethical Understanding

THL 491 Seminar in Liturgy/Ministry/Spirituality/Theology

THL 561 Finding God in Daily Life: Prayer & Discernment

THL 338 The Eucharist: Sacrament of Unity or Disunity

THL 544 Christian Celebration: The Liturgical Year

THL 339 Theology of Church & Sacraments

One of the following:

THL 325 Catholicism: Creed & Question

THL 335 Jesus Christ: Yesterday & Today

Certificate Program in Mathematics

A *Certificate in Mathematics* will be awarded to students who successfully complete the following requirements, (30 semester hours).

MTH 245 Calculus I

MTH 246 Calculus II

MTH 346 Calculus III

Eighteen semester hours selected as follows:

Six semester hours from the following courses:

MTH 509 Discrete Structures

MTH 523 Applied Linear Algebra

or

MTH 529 Linear Algebra

MTH 581 Modern Algebra I

MTH 582 Modern Algebra II

Six semester hours from the following courses:

MTH 543	Numerical Analysis
MTH 545	Differential Equations
MTH 571	Linear Programming
MTH 591	Analysis I
MTH 592	Analysis II

Six semester hours from the following courses:

MTH 561	Mathematical Statistics I
MTH 562	Mathematical Statistics II
MTH 563	Mathematical Statistics III
MTH 573	Probabilistic Models

Certificate Program in Ministry

This certificate program in Ministry is a program open to persons of all denominations who desire a curriculum with a solid theological base and practical application in church ministry. A *Certificate in Ministry* will be awarded to participants who successfully complete the following requirements (25 semester hours):

Required Courses:

One class in New Testament	THL 207, 208, 209, 210 or 212
One class in Old Testament	THL 201, 202, 203 or 204
THL 250	Theological Foundations for Ethical Understanding
THL 491	Seminar in Liturgy/Ministry/Spirituality/Theology
THL 561	Finding God in Daily Life: Prayer & Discernment
THL 392	Practicum in Ministry
THL 560	Theology of Ministry
Two of the following:	
THL 325	Catholicism: Creed & Question
THL 335	Jesus Christ: Yesterday & Today
THL 339	Theology of Church & Sacraments

Certificate Program in Organizational Communication (Communication Studies)

A *Certificate of Organizational Communication* will be awarded to the students who successfully complete a total of 27 semester hours from the following courses:

Prerequisite (3 hours):

COM 152	Principles of Communication Competence
---------	--

Required Courses (15 hours)

COM 320	Leadership Theories, Styles, and Skills
COM 360	Principles of Organizational Communication and Development
COM 361	Interpersonal Communication OR
COM 362	Theory and Practice of Group Communication
COM 495	Special Problems in Organizational Communication
COM 464	Organizational Training and Development OR
COM 463	Assessing Organizational Systems
Select 9 hours from 300-level or above Communication Studies courses	

Certificate Program in Pre-Health Sciences

A *Certificate in Pre-Health Sciences* will be awarded to students who successfully complete a minimum of 24 hours chosen from the following courses:

BIO 211	General Biology: Molecular and Cellular (4 hours)
BIO 212	General Biology: Organismal and Population (4 hours)
CHM 207	General Chemistry I and Lab (4 hours)

- CHM 208 General Chemistry II and Lab (4 hours)
 CHM 321, 322 Organic Chemistry I and Lab (4 hours)
 CHM 323, 324 Organic Chemistry II and Lab (4 hours)
 PHY 211 General Physics I and Lab (4 hours)
 PHY 212 General Physics II and Lab (4 hours)
 MTH 245 Calculus I (4 hours)

Plus electives chosen from other courses recommended by the pre-health sciences advisory committee.

A minimum of 18 hours must be completed at Creighton.

Certificate Program in Public Relations/Advertising

A *Certificate of Public Relations/Advertising* will be awarded to the students who successfully complete the following requirements, a minimum of 24 semester hours:

- JMC 219 News Reporting
 JMC 313 Principles of Advertising **OR**
 JMC 323 Principles of Public Relations
 JMC 331 Editing
 JMC 339 Case Studies in Public Relations
 JMC 341 Public Relations Writing **OR**
 JMC 433 Advertising Media Writing
 JMC 379 Publication Design
 JMC 483 Internship (6 semester hours)

Certificate Program in Psychology

Prerequisite:

Psychology 111—Introductory Psychology is prerequisite to all psychology courses unless otherwise indicated.

A *Certificate of Psychology* will be awarded to students who successfully complete the following requirements: all courses in Group I, four courses from Group II, and at least three elective courses from Groups II and III, a total of 31 hours.

Group I

- PSY 111 Introductory Psychology
 PSY 211 Introductory Statistics
 PSY 311 Experimental Psychology
 PSY 312 Experimental Psychology Laboratory

Group II

- PSY 223 Child Psychology
 PSY 321 Abnormal Psychology
 PSY 322 Psychology of Personality
 PSY 323 Social Psychology
 PSY 324 Learning: Basic Processes
 PSY 421 Cognitive Psychology
 PSY 422 Physiological Psychology
 PSY 423 Tests and Measurements
 PSY 424 History and Systems of Psychology
 PSY 425 Perception

Group III

- PSY 231 Developmental Psychology
 PSY 232 Psychology of Adolescence
 PSY 233 Psychology of Aging
 PSY 235 Personal Growth and Development
 PSY 330 Career Development in Psychology
 PSY 331 The Psychology of Separation and Loss

PSY 332	Health Psychology
PSY 333	Psychology and the Law
PSY 334	Human Sexuality
PSY 335	Marriage and Family Relationships
PSY 336	Undergraduate Internship in Psychology
PSY 337	Contemporary Trends in Psychology
PSY 338	Industrial Psychology
PSY 339	Organizational Psychology
PSY 340	Human Factors
PSY 430	Drugs, the Brain, and Behavior
PSY 432	Developmental Psychopathology
PSY 434	Undergraduate Externship in Industrial/Organizational Psychology
PSY 435	Advanced Behavioral Research
PSY 438	Multicultural Issues in Psychology
PSY 491	Honors Seminar
PSY 495	Directed Independent Study
PSY 497	Directed Independent Research
PSY 540	Introduction to Counseling
BIO 571/572	Animal Behavior and Lab

Certificate Program in Spirituality

This certificate program in Spirituality is a program open to persons of all denominations who desire a curriculum with a solid theological base and practical application.

A *Certificate in Spirituality* will be awarded to participants who successfully complete the following requirements (25 semester hours):

Required:

One class in New Testament	Thl 207, 208, 209, 210 or 212
One class in Old Testament	Thl 201, 202, 203 or 204
THL 250	Theological Foundations for Ethical Understanding
THL 491	Seminar in Liturgy/Ministry/Spirituality/Theology
THL 561	Finding God in Daily Life: Prayer & Discernment
THL 544	Christian Celebration: The Liturgical Year
THL 575	Foundations of Christian Spirituality
Two of the following:	
THL 325	Catholicism: Creed & Question
THL 335	Jesus Christ: Yesterday & Today
THL 339	Theology of Church & Sacraments

Certificate Program in Theology

This certificate program in Theology is a program open to persons of all denominations who desire a curriculum with a solid theological base.

A *Certificate in Theology* will be awarded to participants who successfully complete the following requirements (25 semester hours):

Required:

One class in New Testament	Thl 207, 208, 209, 210 or 212
One class in Old Testament	Thl 201, 202, 203 or 204
THL 250	Theological Foundations for Ethical Understanding
THL 491	Seminar in Liturgy/Ministry/Spirituality/Theology
THL 561	Finding God in Daily Life: Prayer & Discernment
Two of the following:	
THL 325	Catholicism: Creed & Question
THL 335	Jesus Christ: Yesterday & Today
THL 339	Theology of Church & Sacraments
Two 300-500 level electives chosen in consultation with advisor.	

OTHER PROGRAMS OF STUDY

Many of the courses required for the following programs may be completed at night:

Pre-Master in Business Administration (MBA) Program

See page 107.

Pre-Health Sciences Program

Certificate in Pre-Health Sciences. See page 147.

Predental and Premedical Programs. See page 109.

Prepharmacy Program. See page 110.

Pre-Occupational Therapy Program. See page 110.

Pre-Physical Therapy Program. See page 111.

Teacher Certification

Consult with an advisor in the Department of Education, Room 106 in the Communication Arts Building, for information on certification/endorsement requirements. Telephone (402) 280-2820.



INDEPENDENT STUDY PROGRAM

Director—Dean Dickel

All students are eligible to register for correspondence courses in Creighton's Independent Study Program. The Independent Study Program offers students the opportunity for access to undergraduate general education courses developed by Creighton faculty members. Correspondence is the key to receiving the personalized instruction that is ordinarily given in the traditional college classroom. The Independent Study Program maintains the same high degree of instructional quality that is maintained in on-campus courses at Creighton.

The minimum course completion time is 12 weeks, and the maximum is one year from the date of enrollment. Tuition is \$600 per course, except for NUR 223 (2 credits), which is \$400. Textbook and supplementary course material costs are in addition to tuition. Independent Study Program catalogs are available in the University College Office, B-11, College of Business Administration, (402) 280-2424 or 1-800-637-4279. Students may register for an Independent Study Program course any time during the year.

AVAILABLE COURSES

ANT 111 Human Variation (3) (CORE D)

Focus on the basic concepts of anthropology. Covers the basics of the subareas of physical, cultural, and archaeological anthropology. Includes a look at human and cultural variation in terms of evolutionary adaptation. Course Writer: Suzanne M. Baker, Ph.D.

ENG 120 World Literature I (3) (CORE B)

A chronological introduction to Western and non-Western literatures from the Ancient world through the Renaissance. This course juxtaposes Greek, Roman, English literature from the Old English, Middle English, and Renaissance periods with contemporaneous literatures from India, China, Japan, Middle-Eastern, and other non-Western cultures. Course Writer: Fidel Fajardo-Acosta, Ph.D.

ENG 121 World Literature II (3) (CORE B)

A chronological introduction to Western and non-Western literatures after the Renaissance to the present, with special units on 18th Century, 19th Century, 20th Century, and non-Western literatures. Works by and about women are incorporated throughout the course. The contemporary non-Western component places particular emphasis on African/African American and Latin American/Chicano literature. Course writer: Thomas Kuhlman, Ph.D.

ENG 125 Introduction to Literature II: Fiction (3)

Examination of essays that discuss the short story as a literary form, its origin and development, and a wide sampling of stories, from early and traditional stories by Herman Melville, Nathaniel Hawthorne, and Edgar Allen Poe all the way to more modern works by contemporary writers such as Walker, Updike, and Beattie. Examination of some elements of the novel and how the elements of fiction are handled in one representative modern novel, John Steinbeck's "The Grapes of Wrath." Course Writer: Reloy Garcia, Ph.D. Revised by Hannah Doyle, M.A.

ENG 150 Rhetoric and Composition (3) (CORE E)

Teaches skills of expressive, expository, and argumentative writing, focusing on prose essays and other prose forms (available in independent study and on-line formats). Course writer: Robert Wipple, Ph.D.

HIS 101 The Modern Western World (3) (CORE B)

A survey of the evolution of the Western societies of Europe and North America from the 15th Century to the present. Course writer: Dennis N. Mihelich, Ph.D.

HIS 107 The Middle Eastern World (3) (CORE B)

A survey of developments in the Middle East from the 15th century to the present through an examination of the region's peoples, religious, social and political institutions, and encounters with the West. P: HIS 101 or HIS 105. Course Writer: John C.M. Calvert, Ph.D.

NUR 223 Nutrition (2)

Principles of normal nutrition applied to growth and maintenance of health at all ages with consideration of adequate individual and family diets. Course Writer: Deborah A. Cohen, M.M.S.C., R.D.

PHL 107 (205) Critical and Historical Introduction to Philosophy (3) (CORE B)

An introductory course in philosophy focusing on philosophical problems concerning the human person. Course approach is a combination of historical and problems. The historical part includes reading several philosophical classics. The problems part covers the relationship of man to the state, social justice, the mind-body problem, life after death, and existence of God. Course Writer: Eugene E. Selk, Ph.D.

PSY 111 Introductory Psychology (3) (CORE D)

Introduction to the methodologies and basic concepts in the study of behavior. Course is intended to give the nonmajor an overview of the science of psychology while serving as a foundation for further study in psychology. Course Writer: Debra L. Schwieso, Ed.S.

PSY 223 Child Psychology (3)

The psychology of the child from prenatal development to middle childhood. Covers the norms of physical and psychological development as well as the range of individual differences. Focus is on normal developmental issues, both theoretical and practical, rather than on abnormal child psychology. Course attempts to present new and current information, integrate this information with prior knowledge of the student, and encourage better observation of and interaction with children. Includes sources for continued study of children. Course Writer: Debra L. Schwieso, Ed.S.

PSY 436 Marriage and Family Values (3)

Values clarification approach in exploring numerous value judgments that are made within the context of marriage and family living, e.g., decisions about dating practice, marriage partners, work allotment, leisure, child rearing. Course writer: Louis E. Gardner, Ph.D.

THL 209 Life of Jesus (3) (CORE A)

Describing and understanding Jesus and the Jesus movement group (the "historical Jesus") from ca. 30 A.D. by means of traditions set down in writings a generation or more later. Course Writer: Bruce J. Malina, Ph.D.

THL 254 Introduction to Protestant Theology (3)

The origin and development of Protestantism. The principal varieties of Protestant tradition. The contemporary status of Protestant thought. Course Writer: Nancy J. H. Phillips, M.Div.

NONCREDIT OFFERINGS

University College provides the opportunity for interested persons to increase their knowledge and enhance their skills on a continuing education basis that is non-degree and not for credit. Many of these courses lead to a certification of the student's capabilities through structured programs in which he or she can earn a diploma or certificate.

DEVELOPED PROGRAMS CONCERNING MINISTRY

Noncredit Ministry Programs

Leadership in Family Ministry Training Program (LFM)—This noncredit training program was co-developed in 1982 with the Family Life Office of the Archdiocese of Omaha. It is designed to develop, educate, train and sustain lay and religious leaders so that they may better share responsibility of ministry to families.

Credit Ministry Programs

Certificate/Diploma Program in Liturgy, Ministry, Spirituality, or Theology, in Omaha and Norfolk, Nebraska. These 25 credit programs which may also be taken for audit, were co-developed in 1985 with the following Offices of the Archdiocese of Omaha: Family Life, Pastoral Development, Religious Education, Religious Consultation Center, and Catholic Charities. They are open to persons of all denominations who desire a curriculum with a solid theological base and practical application in ministry.

Certificate/Diploma Program in Liturgy, Ministry, Spirituality or Theology, in West Des Moines, Iowa. These 25 credit programs, which may also be taken for audit, were co-developed in 1986 with the St. Joseph Education Center in West Des Moines, Iowa. They are taught at the St. Joseph Education Center by theology professors from Creighton University and resource theologians from the St. Joseph Education Center in West Des Moines, Iowa.

Certificate/Diploma Program in Ministry in Omaha, Nebraska, affiliated with the Youth Ministry Certificate of the Office of Religious Formation, Archdiocese of Omaha, in 1988. The Youth Ministry Certificate can be taken for credit through University College of Creighton in cooperation with the Certificate/Diploma Program in Ministry. The courses are presented especially for persons working with youth and young adults. Either the Office of Religious Formation (554-8493) or University College (280-2424) can be contacted for further information.

NON-PROFIT MANAGEMENT CERTIFICATE PROGRAM

The Midlands Institute for Non-Profit Management was developed as a joint effort with the University of Nebraska at Omaha to provide a week-long training experience each July for non-profit executives, managers, staff, board members and volunteers from throughout the Upper Midlands.

Participants completing this program will receive a Certificate in Non-Profit Management.

Outreach Programs

University College has established several off-campus programs, bringing the resources of the university to other Omaha metropolitan areas, to several different states, and to other countries.

The Ministry Programs in Norfolk, Nebraska and Des Moines, Iowa are examples of Creighton's University College Outreach Programs.

Discipline With Purpose courses are offered to teachers and parents in many parts of the United States.

These outreach programs offer students the opportunity to participate in the Creighton tradition and experience the excellence of Creighton faculty without coming on campus for courses.

SUMMER SESSIONS

The division of Summer Sessions joined University College in spring 1990 and is located in the University College office (Business Administration—BA12). Under the direction of Debra L. Daly, Summer Sessions offers undergraduate and graduate courses and workshops in various formats, including day and evening classes. In addition to credit courses, a number of noncredit courses are offered during the summer months.

TUITION FOR FALL AND SPRING EVENING CLASSES

University College students are assessed a special tuition rate that is two-thirds of the regular rate for the academic year for up to six hours of night classes per semester.

For persons who were enrolled in University College in the fall of 1983 or spring of 1984, and who are eligible for the University College Scholarship, the tuition is fifty percent of the regular rate for up to six credit hours.

Tuition for undergraduate classes that are not under the sponsorship of University College (i.e., day classes), or for more than six and less than twelve hours of classes, is assessed at the regular per credit-hour rate. Students who enroll in twelve to eighteen hours of classes are assessed full-time tuition.

Other fees and current tuition rates are published each semester in the Schedule of Classes, which lists both day and evening (University College) classes.

SPECIAL TUITION RATES FOR TEACHERS, SCHOOL ADMINISTRATORS AND PERSONS IN MINISTRY

Special Tuition Rate for Teachers and School Administrators

Teachers and school administrators who are employed full time in public or private elementary or secondary schools and enroll as part-time students at Creighton may receive a tuition discount of 50% for three semester hours of course work each semester (fall and- or spring) and unlimited hours in summer. This discount may not be taken in addition to the regular University College discount. Students must complete an "Application for Teacher Improvement Remission" form verifying full-time employment status each term. These forms are available in the Business Office (280-2707) or University College (280-2424).

Special Tuition Rate for Secondary Education Cohort Program

Persons who hold a bachelor's degree with at least a 2.5 QPA who are interested in becoming a junior or senior high school teacher, may apply to the Secondary Education Cohort Program. This program allows a student to complete the courses necessary for teacher certification in Iowa and Nebraska in just nine months. The program starts each summer and continues through the following fall and spring semesters. Students who are accepted into the program receive a 50% tuition discount for all Education courses as well as any content area courses that they may need. This discount may not be taken in addition to the regular University College discount.

Special Tuition Rate for Persons in Ministry

Persons who work on a consistent basis in certain ministries may receive a tuition discount of 50% off the regular rate for up to nine semester hours of Theology courses each semester. This discount may not be taken in addition to the regular University College discount. An application for remission must be completed each semester. Contact University College for information on specific criteria.

Contact the Graduate School, (402) 280-2870, for information on the special rates for graduate courses.

FULL-TIME, PART-TIME STATUS

Undergraduate students are considered part time when registered for eleven or fewer semester hours. Students registering for twelve or more credit hours in a semester are full-time students and are subject to regular full-time tuition and fee rates. Full- or part-time status is determined by the total semester hours of credit assigned to the courses for which a student registers in a given term, including courses being audited, but excluding Independent Study Program courses.

FINANCIAL AID

University College students who have been accepted into degree or certificate programs and register for six or more semester hours each semester may be eligible for Federal grant and loan programs. Financial Aid information can be found on pages 52-73 of this Bulletin.

VETERANS' BENEFITS

Courses for college credit in all schools and colleges of the University are approved for veterans' education and training for degree-seeking students. Veterans' service is provided by the Registrar's Office. Veterans and others eligible for educational benefits administered by the Veterans Administration are given assistance to assure proper and advantageous use of their benefits and to simplify and expedite transactions with the government. A student who intends to apply for veterans' benefits must also apply for admission to University College as a degree-seeking student and have official transcripts sent to University College from all prior colleges or universities attended. (Application for Admission forms are available in the Dean's Office.) Questions regarding veterans benefits should be directed to (402) 280-2701.

VOCATIONAL REHABILITATION

Vocational rehabilitation provides handicapped and disabled persons financial assistance to attend college to improve their skills and assist them in obtaining employment. In most states, vocational rehabilitation clients must first apply for Federal assistance prior to receiving assistance through vocational rehabilitation. In Nebraska, contact the state office in Lincoln, 301 Centennial Mall South, Lincoln, NE 68509. (402) 471-2961.

EMPLOYEE BENEFITS

Many employers offer tuition assistance plans for employees who are enrolled in credit courses. Persons who are employed should contact their personnel offices to determine if such plans are available.

TUITION DEFERMENT LOAN PROGRAM

Creighton Federal Credit Union offers the Tuition Deferment Loan Program to University College students who are eligible for their employer's tuition reimbursement program. A tuition deferment loan allows a student to borrow the amount of tuition and postpone repayment of the loan until three weeks after the last day of class. Loan applications are available in the University College office, or by calling the credit union at (402) 341-2121. Applications can also be made via the credit union's web site at www.creightonfederal.org.

OTHER AWARDS AND SCHOLARSHIPS

Dean's Merit Awards

Realizing that many academically strong, working adults with the desire to attend University College—even those with some partial assistance from other sources—may find the tuition cost-prohibitive, the college provides Dean's Merit Awards. In addition to financial need, other considerations for these awards are the applicant's (1) academic potential, (2) work-related experience, and (3) desire to develop new career

skills. Awards vary in value from \$100 to \$500 per term. Dean's Merit Awards are renewable. Other requirements are that applicants be enrolled in a degree or certificate program and complete the special application by May 1 for the summer sessions, August 1 for the fall semester and by December 15 for the spring semester.

The LeAnne M. Iwan Scholarship

This scholarship is available to University College students who have applied and been accepted in a certificate or degree program in the department of Journalism and Mass Communication. The Iwan Scholarship is funded by the Midlands Business Journal and is available for one course during each of the three terms: Fall, Spring, and Summer Sessions. The value of the scholarship will be the approximate cost of one University College course as determined by the Dean. The scholarship may be renewed upon application. Eligibility criteria include academic performance in secondary and/or post-secondary institutions, involvement in community or university service, and financial need. Application deadlines are August 1 for the Fall semester, December 15 for the Spring semester, and May 1 for Summer Sessions.

Other Scholarships

In addition to the grants, loans and scholarships listed here, there are several scholarships funded by various organizations and other private and University endowed scholarships. A financial aid brochure which lists these and other sources is available in the University College Office.



COURSES OF INSTRUCTION

INTRODUCTION

The courses of instruction are listed here by department (subject) or program in alphabetical order. Hence the offerings of the College of Arts and Sciences, the College of Business Administration, and the School of Nursing are intermingled. Courses offered by the College of Business Administration are listed under Accounting, Business, Economics, Finance, Management, Management Information Systems, and Marketing. Courses offered by the Division of Allied Health Professions are listed in the School of Pharmacy and Allied Health Professions Bulletin. With the exception of Nursing courses and a few courses indicated as being offered by the School of Medicine, all other courses listed in this issue of the *Bulletin* are offered by the College of Arts and Sciences.

Three-letter symbols are used to designate the different departments (subjects), for example, ACC for Accounting, CHM for Chemistry, ENG for English, 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 1999 Summer Session to the Second Semester of 1999-2000. 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 College of Arts and Sciences, College of Business Administration, and School of Nursing but did not appear in that issue. A special bulletin for the courses offered in the Summer Session is published early each year. 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 in these courses.)
600 - 799	Graduate courses. (Master's and Doctoral level.)
800 - 899	Graduate courses. (Limited to doctoral candidates.)
900 - 999	Post-doctoral (or post-terminal) degree courses only.

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.

BIO 523	Environmental Toxicology (3) II 1994-95 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 & 212.
BIO	Department (subject or discipline) abbreviation. Standard three-letter symbols are used throughout the University to identify the subject fields.
523	Course number. If a course has been renumbered, the old course number appears in parentheses following the new number.
Environmental Toxicology—Course Title	
(3)	Credit value of the course in terms of number of semester hours of credit.
II	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.
1994-95	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	Indicate that course is offered in term shown of even-numbered years (ENY) or odd-numbered years (ONY).
3R, 3L	Class structure. R, L, S, C, D, Q indicate recitation lecture, laboratory, studio, conference, discussion, quiz. Hence, 3R, 3L indicates three hours of lecture-recitation and three hours of laboratory per week. For courses consisting of lecture-recitation periods only, the number of class hours per week, unless indicated otherwise, is the same as the credit value of the course and is not specified in the course description.
P	Prerequisite: the preliminary requirement that must be met before the course can be taken. When prerequisites are set forth in the introductory departmental statements preceding the course listings, they apply as indicated even though not repeated with the individual course descriptions.
CO	Corequisite: a requirement, usually another course, that must be completed in the same term.
DC, IC	DC, department consent, and IC, instructor consent, signify that a student must have the permission of the department or instructor in addition to or in lieu of other course prerequisites.

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

ACCOUNTING (ACC)

Associate Professor Lewis (Chair); Professors Krogstad and Raval; Associate Professors Ellison, Flinn, Purcell, and Shimerda; Adjunct Assistant Parker.

Requirements for Accounting as the Field of Concentration – see page 119.

- ACC 201 Principles of Accounting I** (3) I, II, S
The course includes a thorough discussion of the fundamental principles of financial accounting with an emphasis on the corporate form of a business entity. These principles are studied in connection with financial accounting systems, and are taught with the use of assigned problems and questions. Information technology and various other means are used for problem solving and to study the applications of the basic principles as they relate to financial statement preparation and understanding.
- ACC 202 Principles of Accounting II** (3) I, II, S
The course includes a thorough discussion of the fundamental principles of managerial accounting with an emphasis on traditional and modern cost measurement, recording, and reporting systems to support managerial decision making. Specific managerial accounting topics covered include cost and revenue classification approaches; planning and control techniques, including operational budgeting; cost behavior analysis; cost-volume-profit analysis; and product costing, including activity-based costing. Also included in the course is coverage of the statement of cash flows, financial statement analysis, and individual and corporate income taxes. Information technology and various other means are used for managerial problem solving.
- ACC 301 Fundamentals of Income Taxation** (3) OD
This course provides an overview of the federal income tax system. It includes an analysis of the individual and corporate tax systems including recognition of tax issues, tax return preparation, and basic tax planning. Coverage includes general concepts of gross income, deductions and credits, property transactions, capital cost recovery provisions, tax impact of choice of business entity with particular emphasis on small businesses and methods of tax accounting. **This course is not open to accounting majors.**
- ACC 313 Intermediate Accounting I** (3) I, S
The course involves an intermediate study of contemporary accounting theory and practice. Emphasis is placed on understanding the four financial statements presented in an audited set of financial reports, including an in-depth examination of earnings per share and the statement of cash flows. Financial accounting standards and practices related to cash, receivables, and inventory are examined in detail. The functions, nature, and limitations of accounting as expressed in professional literature are analyzed. Skills for assessing and solving problems in unstructured business settings are introduced in the course.
- ACC 315 Cost Accounting I** (3) I, II
The course includes a study of cost and managerial accounting issues, including costing systems, cost-volume-profit analysis, operational budgeting, and cost allocation. The course highlights the importance and significance of cost data for management decision making. Current topics and cost accounting techniques used in industry and the private business sector are presented.
- ACC 319 Intermediate Accounting II** (3) II, OD
The course involves an in-depth study of the theory and concepts of accounting with the emphasis placed on corporations. Financial accounting standards and practices related to fixed assets, current liabilities, investments in securities, stockholders' equity, and leases are examined in detail. Financial accounting standards and practices for governmental entities are also studied in depth. The interpretation and application of relevant professional literature, including accounting pronouncements, to specific business situations are stressed. The means of analyzing and interpreting accounting data, including financial reports, is also presented in the course.
- ACC 343 Federal Tax Accounting I** (3) I
This is an introductory course in federal income taxation. The emphasis is placed on technical rules, underlying theory, and applications, with primary coverage of the concepts of income, deductions, tax entities, and property transactions. Greater emphasis is placed on income taxes for individuals than for corporate entities. A tax planning approach is integrated throughout the course, and tax research methodology is introduced.

ACC 423 Auditing (3) I

This course provides an introduction to the auditing profession, an overview of the auditing process, and an orientation to the tasks and procedures involved in an audit. Emphasis is placed on analytical thinking, the exercise of judgment, the evaluation of risks and controls, and how to add value to clients. Ethical issues and the expanding role of assurance services are considered.

ACC 477 Accounting Information Systems (3) II

An introduction to the design and use of computer-based information systems in accounting. Topics addressed include computer-based accounting systems, systems development, accounting cycles, and internal controls in and auditing of computer-based systems.

ACC 493 Directed Independent Readings (1-3) OD

This is a directed readings course that investigates current developments in accounting theory and/or practice. The course permits individual students to pursue areas of interest within the field of accounting in greater depth than is covered in the normal curriculum. It also permits a student to do independent research on a specialized topic not ordinarily treated in regular course offerings.

ACC 516 Advanced Cost Accounting (3) OD

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.

ACC 521 Advanced Accounting (3) II

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.

ACC 538 International Accounting (3) I

An overview of accounting issues faced by multinational firms. The course will focus on the challenges accountants and managers face when organizations produce, market or provide services in foreign cultures.

ACC 544 Federal Tax Accounting II (3) II

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.

ACC 579 Seminar in Accounting (3) II OD

Exploration and analysis of selected problems and issues in the accounting area of today's environment. Course content changes from semester to semester.

500-series courses are open to both undergraduate and graduate students; however, additional graduate level work products (papers, case presentations, planning projects, etc.) are required of graduate students in these courses. Graduate-level courses (600-700 series courses open only to graduate students) that are offered by the Department of Accounting are listed in the Graduate School issue of the Creighton University Bulletin under the heading Master of Business Administration.

AFRICAN STUDIES (AFS)

An interdisciplinary program leading to a co-major.

Professor Wunsch (Program Director), *Associate Professors Welch* and *Chiwengo*.

African Studies as a Co-Major

Completion of the co-major in African Studies requires completion of: AFS/BKS/HIS 106; AFS/BKS/PLS 311; AFS/ANT/BKS 342; AFS/BKS/ENG 390; and twelve additional hours of courses included in the African Studies program.

- AFS 106** **The African World** (3) I II (Same as BKS/HIS 106)
AFS 311 **Politics of Africa** (3) AY (Same as BKS/PLS 311)
AFS 342 **Peoples and Cultures of Sub-Saharan Africa** (3) AY (Same as ANT/BKS 342)
AFS 347 **Peoples and Cultures of Africa and the Middle East** (3) AY (Same as ANT/BKS 347)
AFS 356 **Christianity in Africa** (3) OD (Same as BKS/THL 356)
AFS 388 **Origins of Modern Africa** (3) AY (Same as BKS/HIS 388)
AFS 390 **Introduction to African Literature** (3) (Same as BKS/ENG 390)
AFS 398 **Literature of Francophone Africa** (3) II (Same as BKS/ENG 398)
AFS 400 **Seminar in African Studies** (3) OD
Seminars offered on special topics related to African Studies. May be repeated under different subtitles.
- AFS 484** **Nationalist Movements in Colonial Africa** (3) II (Same as BKS/HIS 484)
AFS 485 **Society and Belief Systems in Africa** (3) II (Same as BKS/HIS 485)
AFS 487 **History of West Africa** (3) OD (Same as BKS/HIS 487)
AFS 489 **Southern Africa: The Politics of Race** (3) OD (Same as BKS/HIS 489)
AFS 493 **Directed Independent Readings** (3) OD
Individualized program of reading in an area of special interest under the direction of a faculty member. P: AFS coordinator consent.
- AFS 495** **Directed Independent Research** (3) OD

AMERICAN STUDIES (AMS)

Professor Le Beau (Coordinator). An interdisciplinary program.

The Field of Concentration

A major in American Studies consists of 30 semester hours in American Studies distributed as follows: AMS 300; at least two of the following seminars: AMS 301, 302, 303; a minimum of 18 hours in a topical area of concentration; AMS 491.

Supporting Courses: At least 12 semester hours of course work arranged with and approved by the Program Coordinator from one or more of the other departments of the College of Arts and Sciences.

American Studies as a Co-Major

For those students who are majoring in another discipline, but who wish to have a co-major in American Studies, the AMS concentration requires AMS 300; at least two of the following seminars: AMS 301, 302, 303; a minimum of 12 hours in a topical area of concentration; and AMS 491.

AMS Major Leading to a Social Science Field Endorsement for Secondary Education

AMS majors studying to become secondary school teachers may earn a social science field endorsement that qualifies them to teach history and a variety of social science classes. The endorsement requires completing a state-regulated number of hours in history and other social sciences. See the AMS Coordinator or the Secondary School Adviser in the Department of Education for a handout that lists the actual course distribution.

- AMS 101** **An Introduction to the United States** (3) I
An introduction to American cultures, society, politics, and economics for foreign students. P: AMS Coordinator's approval.

- AMS 300 Introduction to American Studies (3) I**
An introduction to the field of American Studies. Students will be provided with a history of American Studies; consider its methodologies; be introduced to a sampling of subjects in which students of American Studies have been particularly interested; and read the classic, or seminal, works in the field. P: So. Stdg.
- AMS 301 American Studies Seminar: The American Culture (3) AY**
Comprehensive study of the mass culture of the United States, including past and present, low brow and high brow, mass media and regional differentiation, fads, tastes and values. P: So. stdg.
- AMS 302 American Studies Seminar: The American Character (3) AY (Same as HIS 302, ANT 302)**
Comprehensive study of the values, attitudes, and characteristic behaviors of the American people. How and why are Americans different from others? What is the national character? What historical forces have formed this character? P: So. stdg.
- AMS 303 American Studies Seminar: The American People (3) II AY (Same as HIS 303)**
Comprehensive study of the various ethnic and social groups that compose the American people. Study of Native American groups and the various immigrants, and how they have interacted culturally and biologically to produce a new people. P: So. stdg.
- AMS 310 Religion and Contemporary American Society (3) II ENY (Same as SOC 310)**
An examination of religious beliefs, behaviors, and structures as they relate to contemporary America. In addition to studying established religious forms, attention is also given to the public controversies connected with religion and to new religious movements and trends. P: Jr. stdg.
- AMS 312 Mass Media and Modern Culture (3) OD (Same as COM 312, ENG 312)**
Examination of the role of film, television, and print media in American life. P: Jr. stdg.
- AMS 317 Philosophy of Sport (3) OD (Same as PHL 317)**
Philosophical examination of the nature, meaning, and significance of sport, with special emphasis on the relationships among sport, play, and game. Investigation of ethical issues in sport, including sportsmanship, cheating, drug-testing, sexual equality, competition, and winning. Treatment of the relation of sport to social-political and aesthetic issues. P: PHL 107 or 109 or 205, and one of the following: (a) any other 200-level philosophy course (except PHL 201), (b) THL 250, or (c) PHL 320 or 323.
- AMS 318 Gender in American Society (3) I (Same as SOC 318)**
Comprehensive examination of the forces shaping the position and behavior of women and men in modern American society. How and why do these positions and behavior differ? What are the consequences of these differences? Emphasis on gender as enacted across the spectrum of multicultural diversity in American society, with some comparison to other societies. P: Jr. stdg.
- AMS 327 Minority Politics in America (3) OD (Same as PLS 327)**
Explores the political experience of American racial and ethnic minorities with particular attention to the experience of black Americans. Includes review of roots and patterns of unequal treatment of minorities, tactics and strategies used to attack these patterns, and contemporary situation. Particular attention will be paid to the tension between integrationist and self-determination strategies. P: So. stdg.
- AMS 328 Mass Media in American Politics (3) AY (Same as PLS 328)**
Examination of the inter-relationships among the media, the mass public and government. The role of the media as a channel between citizens and government is considered both in political campaign settings and in day-to-day government. P: PLS 121 or So. stdg.
- AMS 329 American Literature/American Identity (3) II (Same as ENG 329)**
Analysis of the treatment of the American identity as it is represented in American literature of the colonial period to the present. P: ENG 120, 121.
- AMS 339 Public Policy and Poverty in the United States (3) AY (Same as PLS 339, SWK 339)**
Government policies and programs affecting the poor in the United States. Issues include various elements of welfare programs and policies, entitlement programs such as Medicare and Social Security, problems of intergovernmental activity in administering social welfare. Examination of various critiques of social welfare policy and a review of reform proposals. Role of organized interests and public support relative to programs affecting the poor. Skill development includes policy formulation and analysis. P: PLS 121 or So. stdg.

- AMS 341 American Cultural Minorities (3) I** (Same as ANT 341, BKS 341, SOC 341)
Determinants and consequences of prejudice and discrimination; race, ethnocentrism, religious conflict, class structure. Consideration also given to proposed strategies for reducing inter-group tension. P: Jr. stdg.
- AMS 345 Sport in American Culture (3) OD** (Same as ANT 345)
A look at how American cultural norms, values, and beliefs are reflected in and are influenced by sport. Included will be issues of basic cultural values and ideology, racial and ethnic groups, gender, and the role sport plays in American culture. P: Jr. stdg.
- AMS 351 Comparative American Character (3) AY** (Same as HIS 351)
Study of political and social values projected by contemporary societies of the United States, Canada, and Latin America; how and why they differ from each other; is there a common American value system? P: So. stdg.
- AMS 359 The City in United States History (3) OD** (Same as HIS 359)
This course examines the development of urban areas in the United States during the 19th and 20th centuries. Of particular concern are the elements of urban architecture, economics, politics, demographics, and violence. To go beyond the generalizations of the assigned readings, the city of Omaha will be used as a laboratory for investigating these themes in a specific setting. P: So. stdg.
- AMS 372 Equality, Minorities, and Public Policy (3) II AY** (Same as BKS 372, HIS 372, PLS 372)
Incorporates continuing discourses between a historian and a political scientist. Exploration of the political processes whereby minorities have influenced the formulation and implementation of policy and governmental responses to demands for equal treatment. P: So. stdg.
- AMS 384 History of American Architecture (3) II 1994-95** (Same as ART 384)
A survey of the most important works of major architects from the Colonial period to the present. P: So. stdg.
- AMS 395 Selected Topics (3) OD**
Course designed for the development of a relevant class of interest to the program and suited to the special-interest, one-time offering. An example of a topic is History of the American City. P: Jr. stdg.; AMS coordinator consent.
- AMS 400 Topical Seminar in American Studies (3) OD**
Seminars offered on special topics related to American Studies. Topics vary from semester to semester. May be repeated under different subtitles. P: Jr. stdg.
- AMS 426 The West of the Imagination: Art, History and Myth of the American West (3) OD** (Same as SRP 426)
This is an interdisciplinary course that compares the West of American history to the West of popular culture. It will examine the history of the frontier and the West and study their impact on American culture. The course begins with the mixing of European, African, Mexican, Asian and Indian cultures in the late 19th century in the trans-Missouri West and culminates with an analysis of the current state of affairs in that geographic area. P: Sr. Stdg.
- AMS 432 Democratic Theory (3) I OD** (Same as PLS 432)
Major themes and thinkers on the role of government and the nature of a democratic political culture. Using both historical and contemporary materials, the course explores issues such as popular control, public participation, local autonomy, individualism, political liberty, and variations in American political ideology. P: PLS 101 or 121 or Jr. stdg.
- AMS 437 Religion and Public Life in the United States (3) OD** (Same as PLS 437)
This course transcends the designation "church and state" because it considers the non-institutional behavior of religious individuals in groups, and their impact on our public life far beyond that of government. P: PLS 121 or IC.
- AMS 460 The History of Women in the United States (3) OD** (Same as HIS 460)
The economic, social, and political status of women in the United States from colonial times to the present. Concentration on four major topics: the family, the work place, the community, and the feminists movements. An integral part is the examination of the traditional roles of women in society as well as changes in those roles. P: So. stdg.
- AMS 462 The Land in the American Experience (3)** (Same as EVS 462, HIS 462)
This course serves as an introduction to American environmental history, whereby students will gain a better appreciation of the problems of modern human interaction with the environment. P: So. stdg.

- AMS 482 Race in America: Idea and Reality** (3) OD (Same as BKS/HIS/PLS/SRP 482)
An examination of the idea and reality of race during key phases of U.S. history, with an emphasis on the contemporary situation. To understand the multiple meanings and experiences of race, the course draws on sources from science, literature, law, and philosophy. P: Sr. Stdg.
- AMS 491 Senior Seminar** (3) II
A research seminar required of all American Studies majors and co-majors. P: Sr. AMS major or co-major.
- AMS 493 Directed Independent Readings** (3) OD
Course designed to allow an individual student with an interest in a particular area to pursue it under the direction of a willing faculty member. P: AMS coordinator consent.
- AMS 497 Directed Independent Research** (3) OD
Course designed to allow an individual student with an interest in a particular area to pursue it under the direction of a willing faculty member. P: AMS coordinator consent.
- AMS 585 American Studies Internship** (3) I, II, S
A supervised on-the-job experience at governmental or private agencies in applying American Studies knowledge and skills to cultural resources management; museum, library, and/or archival work; historic preservation; and other areas. P: AMS major; Jr. stdg.; DC.

The remainder of the American Studies courses may be taken from the United States oriented classes offered by the cooperating departments of Anthropology, Art, Communication Studies, Economics, English, History, Journalism and Mass Communication, Philosophy, Political Science, Sociology, Theology, and Theatre. See the AMS Coordinator for a list of certified classes.

ANTHROPOLOGY *See Department of Sociology and Anthropology*

ART *See Department of Fine and Performing Arts*

ATMOSPHERIC SCIENCES (ATS)

Associate Professor Douglas (Chair); Assistant Professor Morss (Program Director); Assistant Professor Penc; Adjunct Lecturers McAtee, McDonald, Swanson, Demmert and Miller.

Atmospheric Sciences is a major within the Atmospheric Sciences Program, Department of Environmental and Atmospheric Sciences.

Prerequisites

Atmospheric Sciences 113 and 114 are prerequisites for most upper-division courses in Atmospheric Sciences. Advanced placement is available to students who qualify, particularly for those with extensive meteorological training with the National Weather Service, branches of the military, or the aviation industry. For information contact the Department Chair.

The Field of Concentration for Degree of Bachelor of Science

This degree program can prepare the student for occupations in the National Weather Service, TV and radio weather forecasting, agricultural and industrial meteorology, oceanography, environmental protection fields, and meteorology programs in the military services. It is also excellent preparation for work in which a liberal education is desirable with an emphasis in earth sciences and global change.

Concentration major: Requires Atmospheric Sciences 113, 114 and a minimum of seven (7) courses (at least 20 semester hours) in 300-, 400-, or 500-level courses arranged with the approval of the Program Director. Courses must include Atmospheric Sciences 542, 555, 561, 562, 571, and 572. In addition, ATS 497 is highly recommended and is taken for a total of three (3) semester hours during the students' senior year, during which the student will develop a written report and present a seminar on an individual research project.

Supporting Courses: Mathematics 245 and 246; and Physics 211 and 212 are required. Additional courses in one or more of the following fields are highly recommended: physics, computer science, chemistry, mathematics, or biology.

The Field of Concentration for the Degree of Bachelor of Science in Atmospheric Sciences

This program requires a greater depth of concentration in atmospheric sciences and will prepare students for graduate work, as well as for technical work in the National Weather Service, or other government laboratories such as the Environmental Protection Agency, NOAA, research labs or departments with weather-energy related problems.

Concentration major: Two options are available. **Each requires completion of the following courses:** ATS 113, 114, 542, 553, 555, 561, 562, 571, 572.

Option A for Applied Meteorology: Requires a minimum of four (4) courses (at least 12 semester hours) from the following list of courses: ATS 443, 533, 541, 544, 545, 548, and 564. Only three (3) semester hours may be earned toward the degree from taking ATS 443, 533, and 544. In addition, ATS 497 is required and is taken for a total of three (3) semester hours during the student's senior year, during which the student will develop a written report and present a seminar on an individual research project.

Option B for Graduate School and Research Preparation: Requires a minimum of four (4) courses (at least 12 semester hours) with two (2) courses coming from ATS 545, 552, and 573. Highly recommended courses include ATS 531, 548, 564, 565, and 574. In addition, ATS 497 is required and is taken for a total of three (3) semester hours during the student's senior year, during which the student will develop a written report and present a seminar on an individual research project.

Supporting Courses: Mathematics 245 and 246, and Physics 211 and 212 are required. One course (at least three (3) semester hours) in computer sciences, preferably a programming language, is required. All students expecting to attend graduate school or considering future employment with the National Weather Service need to take Mathematics 347 and 545. A meteorology course stressing physical meteorology, such as ATS 541, 552, or 573, is also highly recommended for students seeking potential employment with the National Weather Service.

- ATS 113 Introduction to Atmospheric Sciences** (3) I, II, S (Same as EVS 113, NSC 113)
Introduction to causes of the weather for science and nonscience majors. Topics covered include cloud identification; factors influencing the development of storm systems; effects of jet streams on storm development; the formation of thunderstorms, tornadoes, and hurricanes; climatic change, and man's influence on climate and weather systems.
- ATS 114 Introduction to Atmospheric Sciences Laboratory** (1) I, II, S (Same as EVS 114, NSC 114)
Laboratory designed to familiarize students with analysis techniques in meteorology. Topics include weather observations; weather symbols and coding; map plotting and analysis; and basic forecasting techniques. Students will become familiar with the PCMcIDAS system. CO: ATS 113.
- ATS 231 Severe and Unusual Weather** (3) I, II (Same as NSC 231)
Discussion of the development and occurrence of severe and unusual atmospheric phenomena. Topics include severe thunderstorms, tornadoes, hurricanes, blizzards, droughts, and heat waves.
- ATS 420 Theory of Instruments** (3) OD (Last offered Spring 1991)
Examination of the design and theory of instruments used in the atmospheric sciences and their errors and limitations. Principles of laboratory and field measurements. P: ATS 113 or IC.
- ATS 438 Natural History of the Caribbean** (3) (Same as EVS 438) OD (Last offered Spring 1994)
Study of the natural history of the Caribbean basin in a field setting. Emphasis on the geological history of the islands and the evolution of their endemic biotas. Field trips stressing identification of the local flora and avifauna. Investigation of land use and the resultant effect on the ecology of the region. This course was offered to students in the Semester Abroad Program in the 1994 Spring Semester. P: Dean's Office Approval; Jr. or Sr. stdg.
- ATS 443 Environmental Geology** (4) I 1996-97, AY(Same as EVS 443)
An introduction to physical geology designed for environmental science majors. Topics include an examination of rock types, evolution and geological times, soil development and

processes, earthquakes and global tectonics. In-class laboratories will be devoted to identification of rock types, soil analysis, and determination of fossil types. P: Soph. stgd. or IC.

- ATS 480 Military Weather Service Internship** (1-6) I, II, S
Placement in a military weather service office on a part-time basis for one semester (or a comparable period during the year). Students are required to work at least 60 hours at the military weather service office. Students must apply for the internship program at least two months prior to their proposed starting date. Duties vary according to the office but may include work with forecasting, radar analysis, DHA operations, and providing information to military users. May be repeated to a limit of six semester hours, but only three hours are applicable to the major. P: DC.
- ATS 481 National Weather Service Internship** (1-6) I, II, S
Placement in a National Weather Service Office. Students are required to work at least 20 hours per semester hour of credit at the National Weather Service Office. Participation is limited to a maximum of 2 students per semester. Departmental and Government application forms (available from the ATS Departmental Office) are required; both sets of forms will be filed with the Department Chair at least two months prior to the proposed starting date of the Internship. Duties vary according to the office but may include work with forecasting, radar analysis, AFOS operations, NOAA radio and providing information to the public. At the end of his/her study, the student will prepare a written report which highlights the activities and training received during the Internship. Government regulations stipulate that the internship be completed within 60 days of initiation of activities at the Weather Station. May be repeated to a limit of six semester hours, but only three hours are applicable to the major. P: ATS 113, 562, Chair approval of application package.
- ATS 482 Atmospheric Sciences Intern with Industry** (1-6) I, II, S
Placement with a local industry on a part time basis for one semester (or a comparable period during the year). Students are to work at least 60 hours at the worksite identified by the particular company. This may be in conjunction with local city, state, or federal government contracts at the contract work site associated with the atmospheric sciences data collection, processing, and display tasks of the date. Tasks to which the students may be assigned include such diverse activities as document development/review, testing new software on forecasting work stations, data analysis and assimilation studies, or participation at contract formal review meetings with the contracting client. May be repeated to a limit of six semester hours, but only three hours are applicable to the major. P: DC
- ATS 493 Directed Independent Readings** (1-3) I, II, S
Credit by arrangement. P: DC. May be repeated to a limit of six hours.
- ATS 495 Directed Independent Study** (1-3) I, II, S
Credit by arrangement. P: DC. May be repeated to a limit of six hours.
- ATS 497 Directed Independent Research** (1-3) I, II, S
A research project under the personal direction of a member of the ATS faculty. At the end of the work a written report describing the project and its outcome will be prepared; the paper will form the basis for a seminar to the department. In this manner the student will be formally introduced to scientific research methods, and provided the opportunity to refine oral and written communication skills. P: Senior standing or DC.
- ATS 531 Operational Prediction Models** (3) OD (Last offered Fall 1994)
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 (Last offered Spring 1989)
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 Inadvertent Climate Modification** (3) AY (Same as EVS 533, NSC 533) (Last offered Spring 1998)
Exploration of the influence of human beings on the atmosphere. Discussion of theories and models of natural climate change and of that induced by human beings. The ethical issues of

inadvertent and planned change of climate by humans will be raised. Major topics include effects of CO₂ warming (greenhouse effect), ozone depletion; human-induced desertification; cloud seeding; acid rain; urban microclimates; and nuclear winter. 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) II**
(Same as EVS 541, NSC 541)
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 Remote Sensing (3) I**
The theoretical and practical aspects of weather radar. Stress placed on the capabilities and limitations for severe storm investigation. P: MTH 245, PHY 212 and ATS 113; or IC.
- ATS 544 Hydrology (3) OD** (Same as EVS 544, NSC 544) (Last offered Fall 1994)F
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 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 & 571.
- ATS 548 Space Weather (3) OD** (Same as EVS 548) (Last offered Pre-session 1998)
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 influence upon everyday activities. P: MTH 246 & PHY 212.
- ATS 552 Boundary Layer Meteorology (3) OD** (Same as EVS 552) (Last offered Fall 1998)
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) S** (Same as EVS 553)
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: ATS 113.
- ATS 555 Meteorological Remote Sensing (3) II** (Same as EVS 555)
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; analysis and evaluation of water, terrain, mineral, forest, and soil resources. P: ATS (EVS, NSC) 113 or IC.
- ATS 556 Introduction to Physical Oceanography (3) OD** (Same as EVS 556, NSC 556) (Last offered Fall 1998)
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 (4) 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 (4) II**
Detailed examination and use of fax charts, PCMcIDAS 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 (Last offered Spring 1997)**
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 1994-95 (Last offered Spring 1995)**
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 (Same as EVS 566) (Last offered Spring 1995)**
Theories of global climate and variability. Examination of climate models, including internal and external parameters and feedback mechanisms P: ATS 113, 561.
- 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 212 and MTH 246 and ATS 113; or IC.
- 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 (Last offered Spring 1988)**
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 (Last offered Fall 1996)**
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)**
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: EVS/ATS 113, MTH 245 and PHY 212 or IC.

Graduate-level courses in Atmospheric Sciences are listed in the Graduate School issue of the Creighton University Bulletin.

BIOLOGY (BIO)

Professor Schalles (Chair); Professors Burk, Nickla, Platz, and Schlesinger; Associate Professor Roberts; Assistant Professors Austerberry, Dulka, and Vinton; Professor Emeritus Curtin.

Prerequisites

Biology 211 and 212 are prerequisites for all 300-level courses and above, unless otherwise indicated.

The Field of Concentration

Concentration major: A minimum of **twenty-five** semester hours in Biology beyond 200-level, consisting of at least seven upper-level courses (three or more credit hours each). Biology 493, 495 and 497 do not apply toward this nor any other Biology Department requirement. Upon petition prior to enrollment, courses in departments other than Biology (such as PSY 422, BMS 521, or MIC 543) may be approved for non-laboratory Biology major credit; a student may exercise this option for only one such course. A **minimum of four** lecture+laboratory or laboratory-only courses. All four-hour courses offered by the Biology Department include a laboratory component. Biology 318, 419, 450, 484, 486, 487, 490, 563 and 572 are one or two-hour laboratory-only courses. **At least two courses** (three or more credit hours each) from each of the 300-, 400-, and 500-level series. Biology 491 may be applied at any level. **At least one course from each of the following three areas:** Molecular/Cellular Biology 317, 417, 455, 532, 551, 562, 572. Organismal: Biology 333, 335, 341, 449, 467, 549, 562, 571, 573. Population/Ecology/Evolution: Biology 390, 435, 440, 481, 483, 485, 523, 540, 545, 561, 581.

Required Supporting Courses: General Chemistry (Chemistry 207 and 208). An additional year of chemistry (Chemistry 315 and 416, or Chemistry 321, 322, 323, and 324). General Physics (Physics 211 and 212).

Concentration Major for Secondary Education Students: Biology majors intending to become secondary level teachers should consult carefully with advisors in the Biology and Education Departments. Microbiology 541 or equivalent should be taken as one of the upper-level courses for the major; Physics 187 and either Atmospheric Sciences 113 and 114, Environmental Science 443 or Physics 107 and 108 should be substituted for Physics 211 and 212 as supporting courses.

Co-Major in Biology: Students pursuing another College of Arts and Sciences major may obtain a co-major in biology. Requirements for the biology co-major are 24 hours of biology courses, including Biology 211, 212, and one course (three or more credit hours) at each of the 300-, 400-, and 500-levels (excluding Biology 493, 495, and 497). At least two upper-division lecture+laboratory or laboratory-only courses must be taken. Courses from other departments will not be accepted toward the biology co-major. There are no support course requirements for the biology co-major.

BIO 111 Life Science Investigations (4) I, II

A novel examination of the origins, contexts, and methods common to exploration in the life sciences. Designed for non-majors, this course examines activities of the scientists as they relate to contemporary themes and problems. Students confront two scenarios in which they apply scientific and investigative methods.

BIO 141 Charles Darwin: Life and Impact (3) I, AY

The life and work of Darwin with emphasis on the importance of his ideas in modern biological science, the development of his evolutionary theories, and the reciprocal influence of Victorian society and his work. Study of Darwin's writings is used to exemplify the nature of scientific investigation and the role of the scientist in society. No formal biological background is required.

BIO 149 Human Biology (3) II, S

Survey course designed for nonmajors who have only a high school background in the sciences. Covers the major areas of human structure, function, nutrition and genetics. Examination of both the normal condition and examples of disorders in this condition. Discussion of related topics of current interest. This course may not be taken for credit toward the Biology major.

- BIO 204 Biological Understanding (3) II**
Using three levels of organization (molecular, cellular, population), this course examines Biology's fundamental concepts their historical development and methods of study. The biological content is used to illustrate the more general processes of paradigm development as a scientific endeavor. Not applicable for biology major credit.
- BIO 211 General Biology: Molecular and Cellular (4) I, S**
Introduces the conceptual bases of biology and presents in detail the molecular and cellular aspects of metabolism, genetics, and development. Course includes lecture and laboratory. 3R. 3L. Note: The prerequisite for BIO 211 is a one-year high-school chemistry course of sufficient depth and rigor to enable the student to participate in the study of the molecular aspects of biology.
- BIO 212 General Biology: Organismal and Population (4) II, S**
Organismal and population biology with emphasis on organismal diversity, structural and functional strategies of organisms, ecological and behavioral relationships, and evolutionary mechanisms. The diversity of adaptive specialization based on the fundamental unity of life is the theme of the course. Course includes lecture and laboratory. 3R. 3L.
- BIO 317 Genetics (3) I, II, S (OD)**
Science of heredity and variation. Basic principles of Mendelian genetics, cytogenetics, molecular genetics, human genetics and evolution are examined. P: BIO 211 & 212. P or CO: CHM 208.
- BIO 318 Genetics Laboratory (1) II**
Laboratory projects designed to illustrate basic genetic principles will be conducted with the aid of bacteria, fungi, and *Drosophila* as experimental organisms. P or CO: BIO 317. Offered only in conjunction with BIO 317.
- BIO 333 Vertebrate Comparative Anatomy (4) I, S (OD)**
Lecture and laboratory study of the comparative morphology of representative members of the phylum Chordata. Lectures incorporate the developmental and evolutionary bases of anatomy. 3R, 3L. P: BIO 211 & 212.
- BIO 335 Zoology (4) II, S (OD) (Same as EVS 335)**
Biological concepts and principles exemplified by both invertebrates and vertebrates with emphasis on animal diversity, morphology, evolution, and ecological relationships. 3R, 3L. P: BIO 211 & 212.
- BIO 341 General Botany (4) II (Same as EVS 341)**
Modern biological concepts and principles exemplified by the plant kingdom with emphasis on plant diversity, taxonomy, and evolution. 3R, 3L. P: BIO 211 & 212.
- BIO 390 Environmental Science (3) II (Same as EVS 390)**
Course presents a balanced, scientific approach to the study of the environment and stresses the application of ecological concepts within a systems perspective. Topics include ecological concepts, population principles, endangered species and habitats, resources, air and water pollution, environmental health, and global perspectives. P: BIO 211 & 212 or CHM 208.
- BIO 401 Biometry (4) I, S (OD) (Same as EVS 401)**
Introduction to measurement theory as applied to biological studies. Data acquisition, analysis, and display procedures. Introductory statistical methods emphasizing sampling procedures, frequency distributions, measure of central tendency, analysis of regression lines, log dose-response curves (graded and quantal), bioassay. Lectures supplemented by problem-solving sessions. (Qualifies as laboratory course). 3R, 3L. P: BIO 211 & 212.
- BIO 415 Development of Biological Concepts (3) I**
Analysis of selected major biological paradigms and the manner in which their development resulted from and influenced research efforts. P: BIO 211 & 212; Sr. stg. or IC.
- BIO 417 Molecular Biology Lecture (3) I, S (OD)**
Description of contemporary concepts and techniques in molecular biology. Topics include gene structure, coding, regulation, protein synthesis, mutation, recombination, recombinant DNA technology, transposable elements and chromosome structure. P: BIO 317.
- BIO 419 Molecular Biology Laboratory (2) II**
Laboratory activities using contemporary methods of genomic inquiry. Emphasis on fundamental aspects of gene structure and function. P: BIO 317 or 417.

- BIO 435 Field Biology in the Southeastern United States** (4) S, AY (Same as EVS 435)
 Three-week field trip. Exploration of natural communities in the Blue Ridge mountains of North Carolina, the South Carolina Coastal Plain, the Georgia coast and barrier islands, and the tropical environments of southern Florida. Emphasis on organisms and their adaptation to the environment, field collection techniques, and ecological relationships. Students will work from and stay in established biological field stations at Highlands, North Carolina, Sapelo Island, Georgia, Lake Placid, Florida, and Key Largo, Florida. (Qualifies as a laboratory course.) P: One organismal-level or field course in biology or IC.
- BIO 440 Field Biology of the Desert Southwest** (4) PS (OD) (Same as EVS 440)
 A field course designed to allow students to study the flora and fauna of the southwest. Participants spend the term out-of-doors examining plant and animal relationships in both alpine and desert habitats. Also involves collecting, identifying and preserving study specimens. Base camps include Portal, Arizona, at the foot of the Chiricahua Mountains on the Sonoran Desert; Red Cliffs State Park, north of St. George, Utah (northern perimeter of the Mohave); and Capitol Reef National Park, Utah. Side trips include the Boyce Thompson Arboretum at Superior, Arizona, the Arizona Sonoran Desert Museum at Tucson, Zion National Park, and Mesa Verde, Colorado. (Qualifies as a laboratory course.) P: Two upper-division biology courses or IC.
- BIO 449 Animal Physiology** (3) I, S(OD) (Same as EVS 449)
 A study of the functions of animals from the cellular to the organ-systems level with emphasis on vertebrate systems physiology. P: BIO 211 & 212; Jr. stdg.
- BIO 450 Animal Physiology Laboratory** (1) I (Same as EVS 450)
 Laboratory exercises designed to illustrate several physiological processes in animals, including cellular and whole animal metabolism, heart and muscle function, osmoregulation and responses to thyroxine and cold acclimation. P or CO: BIO 449.
- BIO 455 Biology of the Protists** (4) I
 Introduction to the morphologies and survival strategies of the protists (eukaryotic organisms without multiple tissues). Includes parasitic forms of medical importance and both parasitic and free-living forms of scientific, economic, and ecological importance. 3R. P: BIO 211 & 212.
- BIO 467 Developmental Biology (Embryology)** (4) II
 Animal development with emphasis on the higher vertebrates. Gametogenesis, cleavage patterns and basic body plans, organ system formation, embryo-maternal relationships. Control of growth, differentiation, and morphogenesis. 3R, 3L. P: BIO 211 & 212; Jr. stdg.
- BIO 481 Terrestrial Ecology** (4) I, S (OD) (Same as EVS 481)
 Introduction to the interactions of organisms and the environment, especially the biology of populations, communities, and ecosystems. Individual adaptations, the nature of the environment, population dynamics, and community organization are stressed. Laboratory exercises include field trips to terrestrial habitats. 3R, 3L. P: BIO 211 & 212.
- BIO 483 Vertebrate Natural History Lecture** (3) II, S (OD) (Same as EVS 483)
 Lecture series designed to provide students with a modern overview of vertebrate diversity. Lectures encompass ancestry, major adaptive shifts between classes of vertebrates, geographic distribution based on physiological limits, specialized feeding and locomotor modes, courtship patterns, reproductive strategies, and conservation issues. P: BIO 211 & 212. Recommended as useful prior to enrollment in BIO 440 (Field Biology of the Desert Southwest) and for students seeking a general understanding of vertebrate life, or those who are interested in teaching biological sciences.
- BIO 484 Vertebrate Natural History Laboratory** (1) II, S (OD) (Same as EVS 484)
 Laboratory exercises that will provide experience in the following areas: dissection of representatives of each major vertebrate class with emphasis on the diagnostic differences between groups; identification and preservation of vertebrate specimens. Field trips are available on a limited basis. P or CO: BIO 483.
- BIO 485 Marine and Freshwater Ecology** (3) I (Same as EVS 485)
 An introduction to the community structure, biological production, and physical and chemical properties of aquatic ecosystems. The major features of water columns, benthic substrates, and lotic zones will be reviewed and compared. P: BIO 211 & 212.
- BIO 486 Freshwater Ecology Laboratory** (1) I (Same as EVS 486)
 Introduction to methods for analyzing lake, stream, and wetland habitats. Exercises will examine physical and chemical properties, biological production and food chains, and water quality of freshwater ecosystems. CO: BIO 211/212. P or CO: BIO 485 or IC.

- BIO 487 Marine Ecology Laboratory (2) I** (Same as EVS 487)
Direct observation of marine coastal habitats (reefs, sea grass beds, mangrove forests, rocky intertidal zones, and offshore waters) at Roatan Island, Honduras. Exercises in the field and campus laboratory sessions will examine physical and chemical properties; marine organisms, and community structure and productivity of marine ecosystems. P: BIO 211 & 212; CO: BIO 485 or IC.
- BIO 490 Seminar in Undergraduate Biology Instruction (1) I**
Required of all undergraduate Teaching Assistants in those semesters in which they are teaching. Course provides instruction in both course content and its effective communication. Emphasis on laboratory and field skills, preparation of examinations, classroom supervision, and student evaluation. P: IC.
- BIO 491 Biological Investigations (3) I**
An introduction to the history, traditions, ethics, and standard procedures of biological research. Format includes lectures and discussions on the nature of scientific investigation, the career environment, and instruction in scientific writing and oral presentations. Course is designed primarily for students wishing to include biological/biomedical research in their careers. P: Jr. or Sr. stdg.
- BIO 493 Directed Independent Readings (1-3) I, II, S**
Assigned readings in the student's area of interest. Course is only an addition to and not a substitution for any portion of the major requirement. No more than 12 semester hours of credit may be accrued in any combination of BIO 493, 495, and 497. P: Sr. stdg. or IC.
- BIO 495 Directed Independent Study (1-3) I, II, S**
A program of independent study with emphasis on activities other than laboratory or field research. (Examples include library research or special course attendance.) Course is only an addition to and not a substitution for any portion of the major requirement. 2-4 C and/or L. No more than 12 semester hours of credit may be accrued in any combination of BIO 493, 495, and 497. P: Sr. stdg. or IC.
- BIO 497 Directed Independent Research (1-3) I, II, S**
A program of independent study with emphasis on laboratory or field research. Course is only an addition to and not a substitution for any portion of the major requirement. No more than 12 semester hours of credit may be accrued in any combination of BIO 493, 495, and 497. P: Sr. stdg. or IC.
- BIO 523 Environmental Toxicology (3) II** 1994-95 (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 & 212.
- BIO 532 Cell Biology: Regulatory Mechanisms (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: BIO 317 or 417.
- BIO 540 Flora of the Great Plains (4)**
Introduction to the plants of the Great Plains region, including identification, ecological associations, and biology. Class activities include lectures, laboratories, and collection trips at local field sites. Students make a collection of local flora. P: BIO 211 and BIO 212.
- BIO 545 Applied Limnology and Water Quality (4) I or II** (Same as EVS 545)
Examination of the application of ecological principals to the management and remediation of inland water bodies. Topics include sources and effects of water toxicants, cultural eutrophication, and watershed interactions. P: BIO 485 or IC.
- 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. P: BIO 333 or 335 or BIO 483 or BIO 449.
- BIO 551 Cellular Physiology (3) I S (OD)**
Principles of cell function. Topics include structure and function of cell organelles, metabolic pathways, energetics, mechanisms of enzyme activity, transport processes, irritability, nerve conduction, and muscle contraction. 3R. P: One upper-division BIO course; Jr. stdg.; CHM 321.

- BIO 561 Entomology (4) I** (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 & 212.
- BIO 562 Introduction to 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. P: BIO 211 and BIO 212.
- BIO 563 Introduction to 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. P or CO: BIO 562.
- BIO 571 Animal Behavior (3) I** (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 & 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 573 Behavioral Endocrinology (3) II**
Introduction to the fundamental concepts of comparative behavioral endocrinology with emphasis on how hormones modulate behavior and how behavior affects hormone release. Topics include 1.) Sex determination and sexual differentiation of the brain, 2.) Cellular and molecular mechanisms of hormone action in the brain, 3.) Sexual dimorphisms in brain structure and function in animals and humans, 4.) Hormonal control of male and female sexual behavior, 5.) Social influences on hormones, brain and behavior. P: One upper-division BIO course; Jr. stdg.
- BIO 581 Evolution (4) I, S (OD)** (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; 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.

BIOMEDICAL SCIENCES (BMS)

Courses offered by the Department of Biomedical Sciences of the School of Medicine.

- BMS 111 (ANA 111) Basic Human Anatomy (4) I**
Designed to provide nursing students with a basic knowledge of human anatomy. Lecture topics range from anatomical terminology to comprehensive overviews of the individual organ systems, including aspects of gross anatomy, histology, and embryology. 4R. P: Registration in Nursing Program or IC.
- BMS 112 (ANA 112) Anatomy (2) I**
Designed to provide pharmacy students with a basic knowledge of human anatomy. Lecture topics range from anatomical terminology to an overview of the individual organ systems with emphasis on histology. 2R. P: Registration in Pharmacy Program or IC.
- BMS 301 (BCH 301) Biochemistry (4) I**
An introductory course designed for students in the School of Pharmacy and Allied Health Professions. Undergraduate majors from other disciplines are welcome. Topics concerning structure, function and metabolism of important biomolecules, biologically active peptides, detoxification and molecular biology will be surveyed. P: CHM 323 & 324 or equiv. Fall Semester.

- BMS 303 (PHS 303) Physiology (4) II**
Designed to provide Nursing students and Exercise Science students with a basic knowledge of human physiology. An overview of the function of the major organ systems is presented in a series of lectures and discussions. 4R. P: Registration in the Nursing program or Exercise Science program or IC.
- BMS 311 (ANA 311) Basic Human Anatomy (4) I**
Course designed to provide an overview of gross, histological, neuroanatomical and embryological aspects of the human body. A systemic approach is used. Dissected cadaver specimens and anatomical models are available as learning aids. P: IC.
- BMS 361 Physiological Chemistry (3) II**
An elementary introduction to Physiological Chemistry designed for Liberal Arts Majors and others interested in learning about the field of biochemistry. Human biochemistry will be emphasized, but a rigorous chemical approach will be avoided. This course is not intended to replace offerings designed for pre-professional students or science majors. P: High school biology and chemistry courses.
- BMS 404 Human Physiology (4) II**
Designed to provide pharmacy, occupational therapy and physical therapy students with a knowledge of human physiology. The function of the major organ systems is covered in a series of lectures and discussions. 5R. P: Registration in the pharmacy, occupational therapy or physical therapy programs or IC.
- BMS 521 (BCH 521) Principles of Biochemistry (4) II**
Fundamental principles of structural biochemistry, enzymology, metabolism and molecular biology. P: CHM 323 & 324 or equiv.; Sr. or Gr. stdg.; Jr. stdg. only with IC.
- BMS 540 (BCH 580, PHS 580) Nutrition: Facts and Fads (2) II**
A nutrition course designed for people with health care interests emphasizing proper nutrition, omnivorous diets, and basic food science concepts. The inadequacies of food faddism and identification of bogus claims and quackery will also be considered. P: Advanced BIO course or a BMS course or IC.

BLACK STUDIES (BKS)

Associate Professor Welch (Program Coordinator). An Interdisciplinary Program.

Black Studies as a Support Area

The support area for students majoring in other departments consists of twelve semester hours in Black Studies courses. This interdisciplinary program involves work in the departments of Anthropology, History, English, Political Science, Sociology and Theology. The prerequisites of each department must be met before enrollment in a Black Studies course.

- BKS 106 The African World (3) I, II** (Same as AFS/HIS 106)
- BKS 309 The Urban Social System (3) I** (Same as SOC 309)
- BKS 311 Politics of Africa (3) II** (Same as PLS/AFS 311)
- BKS 341 American Cultural Minorities (3) I** (Same as AMS/ANT/SOC 341)
- BKS 342 Peoples and Cultures of Sub-Saharan Africa (3) AY** (Same as AFS/ANT 342)
- BKS 347 Peoples and Cultures of Africa and the Middle East (1) AY** (Same as AFS/ANT 347)
- BKS 356 Christianity in Africa (3) OD** (Same as AFS/THL 356)
- BKS 367 The Afro-American Experience (3) AY** (Same as HIS 367)
- BKS 372 Equality, Minorities, and Public Policy (3) II AY** (Same as AMS/HIS/PLS 372)
- BKS 384 Black History Through Literature (3) OD** (Same as HIS 384)
- BKS 388 Origins of Modern Africa (3) AY** (Same as AFS/HIS 388)
- BKS 390 Introduction to African Literature (3) OD** (Same as AFS/ENG 390)
Contemporary African literature. Relationship between African literature and society, emergence of national and cross-African literatures, issues of cultural conflict, language and oral tradition, and other topics.
- BKS 393 African-American Literature (3)** (Same as ENG 393)
- BKS 396 Seminar in Black Studies (3) OD**
Topical seminar with topics changing in different semesters. Examination of particular ideas, developments, and issues of relevance to Africa and the African diaspora. Topics in different semesters might include detailed examination of justice and ethnicity, politics and ethnicity, comparative slave systems, slave narratives, or colonial rule in Africa and the Caribbean. P: So. stdg.

- BKS 398 Literature of Francophone Africa** (3) (Same as AFS/ENG 398)
BKS 482 Race in America: Idea and Reality (3) OD (Same as AMS/HIS/PLS/SRP 482)
BKS 484 Nationalist Movements in Colonial Africa (3) II (Same as AFS/HIS 484)
BKS 485 Society and Belief Systems in Africa (3) II (Same as AFS/HIS 485)
BKS 487 History of West Africa (3) OD (Same as (AFS/HIS 487)
BKS 489 Southern Africa: The Politics of Race (3) OD (Same as AFS/HIS 489)
BKS 493 Directed Independent Readings (3) OD
 Course designed to allow an individual student with an interest in a particular area to pursue it under the direction of a willing faculty member. P: BKS Coordinator's consent.
- BKS 497 Directed Independent Research** (1-3) OD

BUSINESS (BUS)

Associate Professor Wells (Chair); Professors Gleason, Goss, and Schminke; Associate Professor Ellison, Fitzsimmons, Hoh, and Purcell; Assistant Professors Knudsen, Kracher, Mallenby, and McNary.

- BUS 121 Dynamics of Business** (3) I, II
 An introduction to business that examines the interrelated roles of accounting, economics, finance, information systems, law, management, marketing operations, and technology as they affect a business enterprise.
- BUS 201 Legal Environment of Business** (3) I, II
 Focuses on laws that affect managerial action. Introduction to the traditional sources of law, the U.S. Constitution and its Amendments; the basic characteristics of the U.S. legal system, the law of contracts, torts, and property, and understanding of the various business entitlements, their creation, operation, and termination; a basic understanding of the administrative agency process, antitrust, employer-employee relations, laws against discrimination, consumer protection, environmental laws, and the myriad of other laws that affect business action and changing public policy regarding law. P: So. stdg.
- BUS 229 Statistical Analysis** (4) I, II, S
 Use of descriptive and inferential statistical methods in the analysis of business and economic data. Topics include probability distributions, confidence intervals, tests of hypothesis, multiple regression and correlation, time series analysis and index numbers, and decision analysis. P: MTH 141 or 245; MTH 201.
- BUS 256 Business Ethics** (3) I, II, S
 Study of the principles and practice of good moral behavior by the business community with an emphasis on case solving. P: So. stdg.
- BUS 301 Business Law** (3) II
 Detailed analysis of specific areas of law that most impact the operation and management of business enterprises. Course serves as an introduction to the study of law as a discipline and as a preparation for those students planning to sit for the CPA examination. P: BUS 201; Jr. stdg.
- BUS 311 Entrepreneurship and Small Business Management** (3) I
 This course offers a framework for understanding the entrepreneurial process and exposes students to most problems and issues faced by entrepreneurs who start new businesses. Focuses on how to identify and evaluate market opportunities, develop business plans, assess and obtain the required resources, and manage the growth of the new venture. Lectures are supplemented by case studies field projects, and guest speakers. P: MKT 319 and FIN 301, or IC.
- BUS 366 Business Internships** (3) I,II
 The course is designed to provide students with practical business experience by applying concepts and technical skills learned in the classroom. It requires 150 hours with an employer, designated class meetings, writing assignments, and oral presentations. The College of Business Administration solicits internships from local and national employers and agencies. Students must submit a current resume and application one semester prior to participation in the course. Placement will be based on a) an interview with the sponsoring employer, b) relevance of the internship to the students course work, and c) approval of the faculty coordinator. The course is pass/fail and can be taken only once. P: Second Semester Junior or Higher Standing in the College of Business Administration.
- BUS 371 Quantitative Analysis and Production** (3) I, II
 Quantitative approaches to the solutions of business problems. Course acquaints the student with current concepts of quantitative analysis as applied to business and management deci-

sions. Topics covered include decision theory, linear programming, inventory models, production, and networks. P: MTH 141 or 245; BUS 229; Jr. stdg. Acceptable graduate equivalent: MBA 523.

BUS 471 Strategic Management (3) I, II

Course utilizes a series of actual business cases concerning the major areas of strategic planning. Students analyze the cases to determine the current management style and organization strategy. The analyses are used to make recommendations for changes in managerial expertise, corporate and line-of-business strategy, and organization structure. P: Bus. Admin. Sr. stdg; FIN 301; MGT 301; MKT 319.

BUS 479 Seminar in Business Law (3) I or II

Exploration and analysis of selected problems, topics, and issues in today's legal environment of business. Course content necessarily changes each semester as selected topics and issues are discussed. P: BUS 201.

BUS 493 Directed Independent Readings (3) OD

Limited to students who want to develop a more in-depth knowledge of a subject beyond the regular course coverage and who have a QPA of 3.0 or better. Sr. stdg.; DC & Dean's approval.

CHEMISTRY (CHM)

Associate Professor Michels (Chair); Professor Mattson; Associate Professors Harris, Hulce, Kearley, Klein, Snipp, and Zebolsky; Assistant Professors Anderson, Dobberpuhl, Sullivan, and Gross; Instructors Marks and Zea.

Prerequisites

Chemistry 207 and 208 are prerequisites for all courses 200-level and above.

The Field of Concentration for Degree of Bachelor of Science

A. Chemistry Major: Thirty-one semester hours composed of Chemistry 315, 321, 322, 323, 324, 341, 342, 416, 443, 444, 491, and 501.

Supporting courses: Mathematics 245, 246; Physics 211 and 212; and at least three semester hours selected from Chemistry 421, 470, 492, 497, 502, 506, 521, 523, 525, 532; BMS 521 (Principles of Biochemistry); PSC 231 (Medicinal Chemistry), or any lecture course above 300 in Physics, Mathematics, or Computer Science. A reading knowledge of a foreign language is recommended to those students who plan to pursue graduate studies. Computer literacy is expected.

B. Chemistry Education Major: Twenty-two semester hours composed of Chemistry 315, 321, 322, 323, 324, 341, 342, 491; BMS 301 or 521.

Supporting courses: Mathematics 245 and 246; Physics 211 and 212, Biology 211; ATS/EVS 113 and 114 or NSC/PHY 107 and NSC/PHY 108 or ATS/EVS 443. In addition the student must complete the requirements for a secondary teaching endorsement: EDU 103, 207, 210, 341, 342, 425, 445, 461, 462, 464, and 548.

The Field of Concentration for Degree of Bachelor of Science in Chemistry (Professional Degree)

Chemistry Major: Thirty-seven semester hours composed of Chemistry 315, 321, 322, 323, 324, 341, 342, 416, 443, 444, 491, 497 (three hours), 501, and 532. Mathematics 545 or 529 may be substituted for Chemistry 532.

Supporting courses: Mathematics 245 and 246; Physics 211 and 212, and at least one additional two-, three-, or four-semester hour course chosen from any lecture courses above 300 in Chemistry, Physics, Mathematics, or Computer Science. BMS 521 (Principles of Biochemistry) and PSC 231 (Medicinal Chemistry) would also satisfy this requirement. A reading knowledge of a foreign language is recommended to those students who plan to pursue graduate studies. Computer literacy is expected.

CHM 105 Introductory Chemistry (3) II

A one-semester introduction to the concepts and theories basic to the science of chemistry. Recommended highly as an entry-level course for those who have had no high school chemistry or who consider their high school preparation in chemistry weak. Topics covered include

measurement, the mole, stoichiometry, atomic and molecular structure, energetics, and gas laws.

CHM 111 Fundamentals of General Chemistry (3) I

A one-semester survey of general chemistry for nursing and other allied health majors. Topics covered include electronic structure and periodicity, molecular structure, chemical reactions, states of matter, acid-base chemistry, and nuclear chemistry.

CHM 112 Fundamentals of Biological Chemistry (3) II

Survey of organic and biological chemistry for nursing and other allied health majors. Includes the study of organic functional groups and reactivity, plus the chemistry of biomolecules such as proteins, carbohydrates, lipids, and nucleic acids. P: CHM 111 or equivalent.

CHM 113 Fundamentals of Chemistry Laboratory (1) II

Laboratory course to be taken in conjunction with CHM 112 which demonstrates basic chemical tools and illustrates basic chemical principles.

CHM 207 General Chemistry I (4) I, S

Course in introductory chemistry which includes basic concepts: atomic structure, the mole, stoichiometry, gas laws, bonding theories, molecular structure and properties, thermochemistry, and some common reactions. Includes a weekly three-hour laboratory session. This is the first half of a two-semester sequence.

CHM 208 General Chemistry II (4) II, S

Continuation of CHM 207. Concepts and theories covered include thermodynamics, kinetics, chemical equilibria, and applications of equilibrium theory to solubility, acids and bases, oxidation-reduction, and coordination chemistry. Includes a weekly three-hour laboratory session. P: CHM 207.

CHM 297 Directed Research (1-2) I, II, S

Participation in a research project under the direction of a member of the faculty. P: IC, DC.

CHM 315 Quantitative Analysis (4) I, S

An integrated lecture and laboratory course that presents the theories and chemical methods for solving a variety of real problems in chemical analysis. Topics covered include: statistical methods for evaluating and interpreting data, sources of error in chemical analysis, principles of stoichiometry and equilibrium as applied to precipitation, acid-base, complexometric, electrochemical, and spectroscopic analysis. P: CHM 208; CHM 323.

CHM 321 Organic Chemistry I (3) I, S

Study of the structure and properties of organic compounds, as exemplified by alkenes, alkynes, alcohols, and alkyl halides. Stereochemistry, molecular structure, principles of reaction theory, and reaction mechanisms. P: CHM 208.

CHM 322 Organic Chemistry Laboratory I (1) I, S

Fundamental techniques of experimental organic chemistry. Isolation, purification, and organic synthetic methods. P: CHM 208. CO: CHM 321.

CHM 323 Organic Chemistry Lecture II (3) II, S

Continuation of Chemistry 321. Further study of the principles of organic structure and reaction theory, including delocalized systems. Exploration of the chemistry of aromatic compounds, carbonyl compounds, and others, with additional emphasis on organic synthesis and structural analysis by spectroscopic methods. P: CHM 321

CHM 324 Organic Chemistry Laboratory II (1) II, S

Further study of practical organic reactions, the use of spectroscopic methods (NMR and IR) to elucidate and confirm organic structures, and multistep organic synthesis. P: CHM 322. CO: CHM 323.

CHM 341 Physical Chemistry I (3) II

CHM 341 and CHM 443 together comprise a complete introduction to Physical Chemistry. Topics covered include thermodynamics, gas-phase and solution transport properties, equilibrium, statistical mechanics, quantum chemistry, spectroscopy, and kinetics. A combination of macroscopic and microscopic emphasis will be used. Topics will be introduced with some historical background and developed with an appropriate level of physics and mathematical rigor. P: PHY 211.

CHM 342 Physical Chemistry I Laboratory (2) II

Experiments in thermodynamics and equilibrium will be conducted in an introductory research format. The writing of manuscripts and the maintenance of a laboratory research journal will carry equal import with experimental work. CO: CHM 341.

- CHM 416 Instrumental Analysis (4) II**
Study of the major instruments used in analytical chemistry with an emphasis on modern instrumentation and laboratory techniques. P: CHM 443.
- CHM 421 Selected Topics in Organic Chemistry (3) OD**
Study of classes of compounds and reactions of organic chemistry not covered in the regular two-semester sequence (CHM 321, 323). Possible topics include stereochemistry, natural products, computational methods in organic chemistry, physical organic chemistry, photochemistry and other topics of current interest. P: CHM 323.
- CHM 443 Physical Chemistry II (3) I**
See CHM 341. P: PHY 212.
- CHM 444 Physical Chemistry II Laboratory (2) I**
Experiments in quantum and statistical chemistry and chemical dynamics will be conducted in an introductory research format. The writing of manuscripts and the maintenance of a laboratory research journal will carry equal import with experimental work. P: 342.
- CHM 470 Chemical Literature (1) OD**
Introduction to the literature of chemistry. Development of skills in information-finding through print and electronic resources. P: CHM 323.
- CHM 491 Careers in Chemistry (1) II**
A seminar course in which students are introduced to some of the careers within chemistry by speakers who work in the areas represented. Obligatory for and open only to chemistry majors (both degree programs). (One meeting a week.) P: CHM 323.
- CHM 492 Industrial Internship (1-3) II**
Each student will spend one day per week or its equivalent in an industrial plant or laboratory. Registration must be preceded by the student submitting a resume, a letter of application, and arranging for a personal interview with one or more industrial concerns prior to the registration date. Each student must be accepted by or have worked for an industrial employer prior to registration. P: CHM 315.
- CHM 493 Directed Independent Readings (1-3) I, II, S**
Assigned reading in a special area of interest. P: CHM 341.
- CHM 495 Directed Independent Study (1-3) I, II, S**
P: CHM 341.
- CHM 497 Directed Independent Research (1-2) I, II, S**
Participation in a preapproved independent research project under the direction of a member of the department faculty. Research projects in chemistry conducted outside the department may also be acceptable. P: CHM 315. May be repeated to a limit of six semester hours.
- CHM 501 Inorganic Chemistry I (4) I**
Relation of atomic and molecular structure to chemical and physical properties. Periodicity and descriptive chemistry of inorganic classes and groups. Topics covered include group theory, MO theory, molecular and ionic structures, redox reactions, acid/base theories, and coordination compounds. Laboratory (3 hours weekly); descriptive inorganic chemistry P: CHM 341.
- 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 208.
- 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 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 (3) 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 (3) 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**
Workshop concentrating on the use of demonstrations, activities, and other new ideas for use by the teacher in the presentation of chemical principles in the classroom. Workshop is primarily laboratory oriented. The theory behind each activity will be thoroughly discussed along with appropriate safety precautions.
- 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 586 Elementary School Science Demonstrations and Classroom Activities (3) S**
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

Professor Greenspoon (Chair); Associate Professors Bakewell (Assistant Chair), Carlson, Simkins (secondary appointment), Stephens (secondary appointment), Thomas; Assistant Professors Habash; Adjunct Associate Professor McGloin.

Courses offered by the Department of Classical and Near Eastern Studies are listed as Classical and Near Eastern Civilizations, Greek, Hebrew, or Latin. A knowledge of ancient languages is not required for Classical and Near Eastern Civilizations courses.

The Fields of Concentration

Concentration major in Classical and Near Eastern Civilizations: Thirty semester hours of upper-division work including one course in each of the following areas: literature, history, philosophy, and art/archaeology. The student must complete three semesters of one of the ancient languages, or demonstrate the equivalent ability. With the consent of the Chair, as many as three related courses from other departments may be accepted toward this major.

Co-major in Classical and Near Eastern Civilizations: Twenty-four semester hours of upper-division work including one course in ancient literature and one course in ancient history. No knowledge of ancient languages is required. With the consent of the Chair, two related courses from other departments may be accepted toward this co-major.

Concentration major in Greek: At least eighteen semester hours of upper-division courses. Of these, at least twelve must be in Greek authors. The remaining may be selected from Greek, Hebrew, Latin, or Classical and Near Eastern Civilizations courses.

Concentration major in Latin: At least eighteen semester hours of upper-division courses. Of these, at least twelve must be in Latin authors or Latin composition. The remaining may be selected from Greek, Hebrew, Latin, or Classical and Near Eastern Civilizations courses.

Concentration major in Latin-Teaching: At least twenty-four semester hours of upper-division courses, including LAT 303 and LAT 450. The remaining courses may be selected from the Latin author courses. Supporting courses should be selected from the offerings in Classical and Near Eastern Civilizations.

Supporting courses for all majors. Twelve semester hours in 300-500-level courses in one or more departments with the approval of the major advisor.

CLASSICAL AND NEAR EASTERN CIVILIZATIONS (CNE)

Knowledge of ancient languages not required.

- CNE 120 World Literature I (3) I, II (Same as ENG 120)**
A chronological introduction to Western and non-Western literatures from the Ancient world through the Renaissance. The course juxtaposes Greek, Roman, English literature from the Old English, Middle English, and Renaissance periods with contemporaneous literatures from India, China, Japan, Middle-Eastern, and other non-Western cultures.
- CNE 122 Honors World Literature I (3) I (Same as ENG 122)**
This course is open to first-year students eligible to enroll in honors courses. It requires the consent of the Director of the Honors Program.
- CNE 301 Research and Writing in the Classics (3) OD**
Historical development of major areas of classical scholarship; primary and secondary bibliographies. Introduction to the principles, techniques, and presentation of classical scholarship. Problems in criticism and research.
- CNE 304 History of Greece and Rome (3) OD (Same as HIS 304)**
Historical survey of the Mediterranean region in the Hellenic and Roman periods. The Greek city-state, Hellenistic kingdoms, the Roman Republic and Empire. Political, economic, and cultural institutions.
- CNE 306 Literature of Ancient Greece (3) OD**
Survey of ancient Greek literature from Homer to Plato, including works of epic, drama, lyric, history and philosophy.

- CNE 308 Literature of Ancient Rome (3) OD**
Survey of ancient Roman literature, including epic, drama, lyric, oratory, satire, fable, and philosophy.
- CNE 311 Classical Mythology (3) II**
Nature and function of myth and legend; artistic, religious, psychological, and anthropological implications; influence on early and later literature and on art.
- CNE 313 The Hero in Antiquity (3) OD**
Literary criticism of a broad range of ancient literature, including epic, tragedy, comedy, lyric poetry, and philosophical dialogues, with special focus on the role of heroism within society.
- CNE 315 Religions in the Greco-Roman World (3) OD**
Beliefs and rituals of the religions of ancient Greece and Rome, including the mystery religions.
- CNE 321 Epic Literature (3) OD**
Homer's Iliad and Odyssey, Vergil's Aeneid, and, for purposes of comparison, the Epic of Gilgamesh and other epic literature with attention to cultural context, the heroic character and poetic technique.
- CNE 323 Classical Greek Drama (3) I (Same as THR 323)**
Selected works of Greek dramatists. The influence of Greek drama on English literature and on modern drama.
- CNE 325 Fable Literature (3) II AY**
Analysis of the major fable writers of the Western tradition, including Aesop, Babrius, Phaedrus, LaFontaine, Iriarte, Krylov, and Thurber, and the fables found in Kalila and Dimna. The course's coverage of fable includes the tradition of illustration of Aesopic fables and modern development of the joke-fable and anti-fable.
- CNE 348 Muhammad and the Rise of Islam (3) OD (Same as HIS 348)**
The course examines the emergence and flowering of Islamic civilization from the time of the prophet, Muhammad, until the sack of Baghdad by the Mongols in 1258. Topics include Muhammad's prophetic mission, the Arab Kingdom of Damascus, the rise of the Abbasids, and the classical civilization of the High Caliphate. P: So. stdg.
- CNE 350 Archaeology of Syria-Palestine (3) OD (Same as ART/HIS/THL 350)**
A chronological survey of the archaeology of Syria-Palestine in which material culture provides a window on the history of society, economy, and religion from the Neolithic to Hellenistic times. Special topics include the emergence of farming and pastoral societies, the formation and dissolution of Bronze Age city-states, and the rise and fall of Iron Age kingdoms such as Israel, Moab, and Edom.
- CNE 355 Greek Art and Archaeology (3) II S (Same as ART 355)**
Campus course description. Study of the sculpture, painting, architecture, and sites of ancient Greece with emphasis on their archaeological, historical, and geographical aspects. Travel course description: Twenty-three days. Mainland tour includes Athens, Eleusis, Corinth, Mycenae, Epidaurus, Sparta, Pylos, Olympia, Delphi, Meteora, Brauron, and Sounion. Island visits include four days on Crete and two days on Santorini. On-site and background lectures.
- CNE 356 Greeks and Romans in the Bay of Naples (2) S**
Two-week study course at the Villa Vergiliana, Cume, Italy. Study of the physical remains of Italic, Greek, and Roman culture on and near the Bay of Naples and the relationships between these remains and ancient literature (particularly Vergil) and history. Sites to be visited include Puteoli, Lake Avernus, Naples, Paestum, Benevento, Capua, Misenum, Pompeii, and Herculaneum.
- CNE 357 Ancient Near Eastern Art and Archaeology (3) OD**
History of painting, sculpture, architecture, and minor arts in the Ancient Near East from c. 3500 B.C. to the conquest of Achaemenid Persia by Alexander the Great in 331 B.C. Regionally, the course will survey the arts in Mesopotamia, in such peripheral areas as Anatolia and the Levant, and in ancient Iran.
- CNE 358 Egyptian Art and Archaeology (3) OD**
History of the painting, sculpture, architecture, and minor arts of Egypt from the predynastic era through the Ptolemaic period.

- CNE 362 Early Christian Art and Archaeology** (3) II OD (Same as ART 362)
Study of the development of early Christian architecture, painting, sculpture, and industrial arts; archaeological excavation of early churches and catacombs with emphasis on problems of interpretation; Western and Byzantine iconography.
- CNE 365 Greek Art** (3) OD (Same as ART 365)
Sculpture, painting, and the minor arts of Greece.
- CNE 366 Etruscan and Roman Art** (3) OD (Same as ART 366)
Sculpture, painting, and the minor arts of the Etrusco-Roman people.
- CNE 370 History of Classical Greek Philosophy** (3) AY (Same as PHL 370)
Examination of the origins and development of Western philosophy during the classical period in ancient Greece; the pre-Socratics; Socrates and the Sophists; substantial study of the works of Plato and Aristotle.
- CNE 371 History of Hellenistic Philosophy** (3) AY (Same as PHL 371)
Examination of the development of Western philosophy after Aristotle during the Hellenistic period in ancient Greece and imperial Rome. The study of Epicureanism (pleasure is the highest good), Stoicism (living in agreement with nature is the highest good), Skepticism (peace of mind is gained by suspending one's judgment on all dogmatic claims to truth), and Neo-Platonism.
- CNE 381 Ancient Medicine** (3) II OD
Development of medical and surgical techniques and the philosophical, religious, sociological, political, and literary aspects of health care delivery in the ancient world; classical medical treatises, including Hippocrates and Galen.
- CNE 410 Stoicism** (3) OD (Same as PHL 410)
Study of the philosophy originated by Zeno of Citium in the Stoa Poikile in Athens around 300 BCE and the influence of Stoicism in the history of Western philosophy. Investigation of the Stoic system of physics, logic, and ethics; the doctrines of naturalism, rationalism, fatalism, providence, cosmopolitanism, autarky, apatheia, and suicide. Possible topics include philosophy of mind, philosophy of language, freedom and determinism, and political philosophy.
- CNE 420 Selected Topics in Ancient History** (3) OD (Same as HIS 420)
Topical approach to select problems or special periods in ancient history. Course will be subtitled in the Schedule of Courses.
- CNE 421 Roman Social Satire** (3) OD
Readings from Horace, Juvenal, Petronius, and other Roman satirists.
- CNE 423 Greek and Roman Comedy** (3) OD
Origins, literary characteristics, and influence of Greek Old and New Comedy and Roman Comedy: Aristophanes, Menander, Plautus, and Terence. Theory of the comic.
- CNE 430 Selected Topics in Ancient Art and Archaeology** (3) OD (Same as ART 430)
Topical or regional focus in the area of ancient art and/or archaeology. Course will be subtitled in the Schedule of Courses.
- CNE 440 Selected Topics in Classical Literature** (3) OD
Topical approach to selected problems or themes in ancient literature. Course will be subtitled in the Schedule of Courses.
- CNE 460 Selected Topics in Ancient Philosophy** (3) OD (Same as PHL 460)
Topical approach to selected problems or themes in ancient philosophy, or focus on an individual philosopher or school of philosophy. Course will be subtitled in the Schedule of Courses.
- CNE 493 Directed Independent Readings** (2-4) I, II, S
Credit by arrangement. Designed to meet the special needs of qualified students. May be repeated to a limit of six hours.
- CNE 497 Directed Independent Research** (1-3) OD
May be repeated to a limit of six hours. P: DC.
- 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 Near Eastern literary texts, and from archaeological and epigraphic materials.
- CNE 525 Syro-Palestinian Archeology and the Bible I** (3) S (Same as ANT/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 Syro-Palestinian Archeology and the Bible II** (3) S (Same as ANT/THL 526)
This is a study of ancient Palestine from the rise of the Herodian dynasty in the first century BCE to the aftermath of the Muslim conquest in the seventh century CE the material of the course is the physical remains of archaeological sites throughout modern Israel, along with movable cultural remains that issued from these sites. The major focus of the course will be the interaction between classical Mediterranean civilization on the one hand, and the Jews and other Middle Eastern peoples on the other, in the age that yielded Rabbinic Judaism, Christianity and Islam. CO: CNE 525.
- CNE 529 Translations of the Bible** (3) OD (Same as THL 529)
Various ancient translations of the Bible and their significance.

GREEK (GRK)

NOTE: Students who have had two or three years of high-school study in Greek should begin their study of Greek at Creighton University with a 200-level Greek course. Students who have had four years or more of high-school Greek should begin their study at Creighton with a 200-500 level Greek course. The Greek faculty will be happy to discuss placement in Greek courses with any interested student.

- GRK 101 Beginning Greek I** (3) I
Basic vocabulary, syntax, morphology for reading classical and New Testament Greek authors.
- GRK 102 Beginning Greek II** (3) II
Completion of study of basic vocabulary, syntax, and morphology. P:GRK 101 or equiv.
- GRK 111 Beginning Greek: New Testament** (3) OD
Basic vocabulary, syntax, and grammar of Koine Greek. Reading of special chapters from the Gospel of John.
- GRK 201 Selected Readings in Classical Greek** (3) I
Reading of selections of classical Greek prose and poetry; study and review of syntax. P: GRK 102 or see notation under Greek heading.
- GRK 211 Readings in the New Testament** (3) OD
Critical study of the form and content of several books of the New Testament. P: See notation under Greek heading.
- GRK 215 Euripides** (3) II AY
Reading of the Medea of Euripides; study of the tragic meters and the development of Greek drama. P: See notation under Greek heading.
- GRK 225 The Odyssey of Homer** (3) II AY
Reading of selections from the Odyssey; study of the Homeric dialect, Greek hexameters, and the cultural background of Homer. P: See notation under Greek heading.
- GRK 310 Terminology of the Medical Sciences** (3) I, II (Same as LAT 310)
Study of Greek and Latin prefixes, suffixes, stems, derivatives, word combinations and related expressions to clarify the origins and correct usage of the terminology of science. Recommended to students preparing for the health professions. P: So. stdg.
- GRK 493 Directed Independent Readings** (2-4) OD
Designed to meet the special needs of qualified students. Credit by arrangement. May be repeated to a limit of six hours.
- GRK 501 Greek Orators** (3) OD
Selected speeches of various orators; the historical background; the development of Attic prose.

- GRK 502 Greek Historians (3) I AY**
 Selections from Greek historians and a study of their historical methods.
- GRK 523 Plato: Dialogues (3) I AY**
 Readings from the Apology, Crito, Phaedo. Development of the dialogue as a literary form.
- GRK 525 Aristotle (3) OD**
 Reading of selections from the moral, political, and literary treatises of Aristotle; problems in Aristotelian scholarship.
- GRK 527 The Greek Fathers (3) OD**
 Extensive readings from the Apostolic Fathers including selections from St. John Chrysostom.
- GRK 528 The Septuagint (3) II (Same as THL 528)**
 Readings from the Greek Old Testament, commonly known as the Septuagint (LXX); study of its cultural and religious background.
- GRK 531 Greek Lyric Poetry (3) II**
 Selections from Greek lyric poetry, including Sappho, Solon, Simonides, Pindar, and Bacchylides; study of lyric dialects and meters.
- GRK 542 Greek Tragedy (3) I AY**
 Selections from the Greek tragedians.
- GRK 544 Greek Comedy (3) II AY**
 Reading of selected comedies; the origins and characteristics of Greek Old and New Comedy.
- GRK 552 The Iliad of Homer (3) II AY**
 Reading and interpretation of selected passages from the Iliad of Homer; study of the Homeric dialect, development of Greek epic, and historical and poetic aspects.

HEBREW (HEB)

- HEB 101 Introduction to Classical Hebrew I (3) I**
 Introduction to Classical Hebrew: alphabet, paradigms, introductory grammar.
- HEB 102 Introduction to Classical Hebrew II (3) II**
 Continuation of Classical Hebrew I with emphasis grammar, structure, compositional techniques, leading to a study of Hebrew narrative. P: HEB 101
- HEB 201 Introduction to Classical Hebrew Poetry (3) OD**
 Literary analysis of select Biblical poetry (prophets and psalms) with emphasis on structure, cultural context, and linguistic styles. P: HEB 102

LATIN (LAT)

NOTE: Students who have had two or three years of high-school study in Latin should begin their study of Latin at Creighton University with a 200-level Latin course; students who have had four or more years of high-school Latin should begin their study at Creighton with a 300-500-level Latin course. The Latin faculty will be happy to discuss placement in Latin classes with any interested student.

- LAT 101 Beginning Latin I (3) I, II**
 Survey of basic forms. Reading selections. Exercise in prose composition.
- LAT 102 Beginning Latin II (3) I, II**
 Continuation of Latin I. Selections from classical Latin authors. P: LAT 101 or equiv.
- LAT 115 Intensive Beginning Latin (6) S**
 Intensive introduction to the grammar and vocabulary of Latin. Course will cover all of the basic grammatical elements of Latin and introduce much of the basic vocabulary; at the end of the course some Latin authors will be introduced to present the grammar and vocabulary in context.
- LAT 201 Intermediate Readings in Latin Prose (3) I**
 Selections from Cicero's orations and/or other verse authors. This course applies and extends the language study done in LAT 101 and 102. P: LAT 102 or equivalent. See notation under Latin heading.

- LAT 202 Intermediate Readings in Latin Verse (3) II**
 Selections from Vergil's Aeneid and/or other authors. Metrical readings. This course applies and extends the language study done in a student's first three semesters and prepares the student for advanced Latin courses. P: LAT 201 or equivalent. See notation under Latin heading.
- LAT 300 Readings in Latin Authors (3) OD**
 Selected readings of major Latin authors from the Republican and Imperial periods. Review of basic Latin grammar and syntax. Study of prose and poetic styles of the authors studied. P: See notation under Latin heading.
- LAT 301 Ovid (3) OD**
 Survey of the works of Ovid to move beyond the basics of reading Latin verse to the interpretation of Ovid's poetic technique. See notation under Latin heading.
- LAT 303 Latin Composition (3) I, II**
 Presentation of sufficient material for exercising the finer points of Latin style. Imitation of the masters of Latin style, especially Caesar, Cicero, and Vergil. P: See notation under Latin heading.
- LAT 310 Terminology of the Medical Sciences (3) I, II, (Same as GRK 310)**
 Study of Greek and Latin prefixes, suffixes, stems, derivatives, word combinations and related expressions to clarify the origins and correct usage of the terminology of science. Recommended to students preparing for the health professions. P: So. stdg.
- LAT 450 Methods and Content in Secondary-School Latin (3) OD (Same as EDU 450)**
 Basic principles of Latin teaching in the high school. Objectives and content of the four years of Latin. Comparison of various methods of teaching.
- LAT 493 Directed Independent Readings (2-4) I, II, S**
 Designed to meet the special needs of qualified students. Credit by arrangement. May be repeated to a limit of six hours.
- LAT 506 The Latin Fathers (3) OD**
 Extensive readings from selected authors, including Augustine, Jerome, and Tertullian.
- LAT 509 Medieval Latin (3) OD**
 Selected readings from St. Bernard, St. Anselm, St. Thomas, and St. Bonaventure.
- LAT 510 Silver Latin (3) OD**
 Study of one genre from Silver Latin (tragedy, epic, history, biography, epigram), and an introduction to the styles and tastes of the period.
- LAT 514 Roman Historians (3) II**
 Selections from Roman historians including Sallust, Livy, Tacitus; a study of their historical methods.
- LAT 518 Roman Philosophy (3) II**
 Selected readings from Lucretius' *De rerum natura* and/or Cicero's philosophic works; study of Roman philosophic interests, especially Epicureanism and Stoicism.
- LAT 520 Roman Satire (3) I**
 Readings of selections from the Satires and Epistles of Horace, the Satires of Persius, and the Satires of Juvenal, with discussion on the origins and development of Roman satire, and the nature and purposes of satire as a genre of literature.
- LAT 524 Latin Lyric (3) II**
 Study of the Odes of Horace and select poems of Catullus.
- LAT 529 Latin Elegy (3) OD**
 Study of the elegiac poems of Catullus, Tibullus, Propertius, and Ovid.
- LAT 534 Latin Oratory (3) II**
 Selections from Cicero's political and courtroom orations; syntax and method of composition; historical and legal background.
- LAT 538 Latin Epistles and Essays (3) I**
 Selections from the letters and essays of Cicero and Seneca with emphasis on their philosophical content. A comparison of Golden Age and Silver Age Latin.

LAT 544 Roman Comedy (3) I

Reading of representative plays of Plautus and Terence; theory of the comic; origins, literary characteristics, and influence of Roman comedy.

LAT 551 Vergil (3) I

Selections from the Aeneid; study of Vergil's structure, imagery, diction, and meter; reference to the Homeric poems and the contemporary political situation.

COMMUNICATION STUDIES (COM)

Associate Professors Danielson (Chair) and Matthiesen; *Assistant Professors* Birkholt, Ford, Kirby, Myers, and Pawlowski; *Instructor* Hellbusch.

COM 152 is the prerequisite for the Applied, Organizational or Corporate Communication major and Applied or Organizational Communication Co-Major.

The Field of Concentration

Applied Communication: Thirty-three hours including COM 200, 320 or 321, 340, 361, 362; 18 hours of upper-division COM courses (no more than six of which may be debate and forensics).

Corporate Communication: Thirty-three hours including COM 200, 314, 321, either 361 or 362, 463, 495, 496, JMC 323, JMC 341 or 379; 6 additional hours, 3 of which must be in electronic communications (e.g., COM/EDU 564, 565, 572).

Organizational Communication: Thirty-three hours including COM 320, 360, either 361 or 362, 463 or 464, 495; 18 hours of upper-division COM courses (no more than three hours of which may be in debate or forensics).

Supporting courses: Twelve semester hours in 200-500 level courses in one or more departments with the approval of the major advisor.

Co-Major in Applied Communication:

Twenty-one hours in Communication Studies including COM 200, 320 or 321, 340, 361, 362; plus six upper division hours.

Co-Major in Organizational Communication:

Twenty-one hours in Communication Studies including COM 320, 360, 361 or 362, 463 or 464, 495; plus six upper division hours.

COM 151 Effective Public Speaking (3) OD

Practical study in the effective communication of thought and emotion in public speaking. Development of skills in message organization, reasoning, topic analysis, and delivery. Individual performances with teacher criticism.

COM 152 Principles of Communication Competence (3) I, II, S

An introduction to the process by which informed, sound, and sensitive messages are formulated and delivered to influence decision-making. Emphasis on acquiring common analytic approaches to message preparation: the sources, credibility, and uses of evidence; patterns of inference; and the selection and presentation of judgments. Students apply critical thinking skills to solve problems and build consensus in interpersonal, small-group, organizational, and public settings.

COM 153 Honors Principles of Communication Competence (3) OD

An introduction to the process by which informed, sound, and sensitive messages are formulated and delivered to influence decision-making. Emphasis on acquiring common analytic approaches to message preparation: the sources, credibility, and uses of evidence; patterns of inference; and the selection and presentation of judgments. Students apply critical thinking skills to solve problems and build consensus in interpersonal, small-group, organizational, and public settings. P: Consent of the Director of the Honors Program prior to Early or Final Registration.

COM 200 Introduction to Communication Research Methods (3) II, S

Examination and practical application of research methods in Communication Studies. Includes rhetorical, cultural, interpretative, quantitative methods of analyzing communication artifacts such as content analysis, field research, ethnography, rhetorical criticism, among others. Applied to such areas culture, group, interpersonal, family, organization, and media.

- COM 201 Introduction to Debate and Forensics** (1-3) I, II
Foundations of debate and forensics. 1 1/2 R. P: IC.
- COM 205 Parliamentary Procedure** (3) OD
Fundamentals of Parliamentary Law; practice in conducting typical meetings held by clubs and school and civic organizations. A study of constitutions, by-laws, minutes, and committee reports.
- COM 244 Cross-Cultural Communication** (3) II ENY (Same as ANT 244)
Course combines attention to sociolinguistic theory and analysis with practical strategies for maximizing communication between people from varying national, ethnic, professional, religious, and regional backgrounds. P: So. stdg.
- COM 301 Intermediate Debate and Forensics** (1-3) I, II
Further studies in debate/forensics techniques and practice. 1 1/2R. May be repeated to a limit of three hours. P: IC.
- COM 305 Speech Techniques for the Classroom Teacher** (3) OD
Analysis of speech problems encountered in the classroom particularly on the elementary level. Practical experience will be offered in speech assignments that can be utilized in various courses. The teacher's own speaking will receive attention.
- COM 310 Writing Strategies for the Organization** (3) II (Same as ENG 310)
Presentation of written communication used in organizations. Topics include preparation of memos and letters, research skills, and the formal report.
- COM 311 Ethics and the Uses of Rhetoric** (3) I (Same as ENG 311)
Survey of the major works on rhetoric that treat ethics from the time of Plato to the Moderns. P: Jr. stdg.
- COM 312 Mass Media and Modern Culture** (3) I, II (Same as AMS 312, ENG 312)
Examination of the role of film, television, and print media in American life. P: Jr. stdg.
- COM 314 Managerial Communication** (3) I, II, S
Theory and practice of advanced topics in managerial communication. Topics include organizational structure and lines of communication; interpersonal and group communication in organizational settings; problem solving; interviews; techniques for written and oral presentations. P: COM 152 and Jr. stdg.
- COM 317 Studies in Argumentation and Debate** (3) OD
Practical course in the study of oratorical and debate techniques.
- COM 320 Leadership: Theories, Styles, and Skills** (3) I, S (Same as EDU 320)
Course designed to offer participants an opportunity to gain a working knowledge of leadership theories and group dynamics. Designed to develop and improve leadership skills and to learn how to apply these skills in a practical setting.
- COM 321 Persuasion** (3) II
Theory and practice for the advanced student interested particularly in psychology and method of persuasion. Useful for professional fields which deal in persuasion, or for anyone interested in better understanding the world of persuasion in which he or she lives.
- COM 325 Communication Psychology** (3) OD
Examination of the psychological variables that affect interpersonal, group, and family life. Units include the physiology and development of communication; family communication patterns; nonverbal communication; an introduction to psycholinguistics; psychodynamic theories of speech; and the intrapersonal communication of dream and fantasy.
- COM 333 Film Interpretation: Archetypal Approaches to Movie Genres** (3) OD (Same as ENG 333)
An introduction to critical film viewing, concentrating on recent American movies from several genres. An overview of the elements of film from the perspectives of archetypal and mythological criticism.
- COM 340 Communication Theories** (3) I
Overview of the basic communication discipline through examination of basic theories and research in various communication contexts. Focuses on understanding and strategies of written and spoken communication used in interpersonal, intercultural, family, organizational, group, and mass media.

- COM 353 Speaking Strategies for the Organization (3) OD**
 Practical training in speeches for informal and formal business/professional settings. Practice in sales presentations, technical reports, impromptu speaking, and speeches for special occasions. Special focus on use of visual and graphic support, message organization and delivery. Extensive use of videotape to record and evaluate student performances. P: COM 151 or 152.
- COM 360 Organizational Communication Theories (3) I**
 Introduction to the basic theories, research, and methods of effective communication needed in the organizational setting. Review of the strategies of spoken and written communication to increase understanding and to affect the actions of others. Topics include theories of management, models of communication, formal and informal communication networks, the elements of superior-subordinate communication, and communication styles and problems.
- COM 361 Interpersonal Communication (3) I**
 Examination of person-to-person communication. Topics include perception, motivation, language and meaning, nonverbal communication, and listening.
- COM 362 Small Group Communication (3) II**
 Examines the need for communication within and between groups within the organization. Theory and practice in methods for improving communication within and between groups, including leadership, conflict management, and decision-making.
- COM 363 Family Communication (3) II**
 An introduction to the process by which students can use the principles of interpersonal and group communication to create and sustain healthy family relations. Course seeks to enable students to create and sustain cohesion and adaptability two prerequisites for successful family relations. Topics covered include communication patterns and family meaning, the communication of intimacy, the communication of family roles, decision making in families, family conflict resolution, and communication strategies for reducing family stress.
- COM 370 Human Resource Administration (3) II**
 Introduction to human resources management and practices in business and non-profit settings. Topics include role of human resources in organizational settings, particularly in the light of Workforce 2000; equal employment opportunity; analyzing and staffing jobs; employee recruitment and selection; training and development; employee appraisal; and human resources administration as a career path.
- COM 380 History and Criticism of Cinema (3) I (Same as ENG 380)**
 Motion pictures as a distinctive medium of communication and as an art form; film language; film history; film appreciation; critical assimilation of film content. 2R, 3L.
- COM 390 Health Communication (3) AY (Same as HAP 390)**
 This course investigates research and theories and permits students to demonstrate practical applications of communication within health care situations. The course emphasizes understanding communication variables such as verbal, nonverbal, conflict, listening, and self-disclosure in health care contexts. The course also examines issues of ethics and relationships between health care providers, patients, and families.
- COM 401 Junior Varsity Debate and Forensics (1-3) I, II**
 Competitive debate and forensics. 1 1/2R. May be repeated for credit to a limit of three hours. P: IC.
- COM 421 Seminar in Speech and Oral Interpretation (3) OD**
 Discussion-laboratory course in which projects will be developed to meet special needs of individual students. Focus on sharing with an audience the full thought and emotional content of the written word in natural, forceful, and attractive interpretive reading. Individualized instruction especially relevant for students interested in ministry, teaching, law, and communication.
- COM 427 Interviewing (3) I**
 Study of research, theories, and strategies for effective interviewing. Practical work with students in interview situations, both for interviewer and interviewee. Study of employment interviews, information-gathering interviews, persuasive/sales interviews, and resume writing.
- COM 431 Special Studies in Forensics (1-3) OD**
 Projects in oral interpretation, rhetorical criticism, and advanced public speaking. P: IC.

- COM 440 Gender Communication (3) II** (Same as SOC 440)
Focuses on the similarities and differences in the communicative behaviors of women and men. Lectures, in-class experiential exercises, role-playing, and group discussions devoted to such topics as female-male roles and stereotypes; differences in verbal and nonverbal codes; partnership styles and alternatives; specific communication skills aimed at female-male relationships in a variety of settings (e.g., education, the workplace, the media, etc.); and special problem areas of female-male communication.
- COM 447 Special Methods in Teaching Secondary School Speech (3) OD** (Same as EDU 447)
To meet the needs of the teacher, or speech major who anticipates a teaching career. Practical methods and materials for a survey course in speech fundamentals. P: DC of Communication Studies, Education.
- COM 463 Organizational Assessment (3) I** (Same as EDU 463, SOC 463)
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.
- COM 464 Organizational Training and Development (3) II**
Practical experience in designing, conducting, and evaluating training and development workshops within organizations. Topics include analyzing training needs; adult learning styles; setting training objectives; conducting instructional workshops; consulting practices; and training evaluation.
- COM 470 Seminar in Film Studies (3) II** (Same as ENG 470)
Topical seminar with topics changing in different semesters. Examination of particular areas of film and popular culture. Topics in different semesters might include detailed examination of a film genre (e.g., the western; science fiction; detective films), or film and cultural studies (e.g., women and film; film and developing nations). May be repeated for credit to a limit of six hours.
- COM 488 Personal and Spiritual Dimensions of Leadership (3) OD** (Same as EDU/SRP/THL 488)
The purpose of the course is to give students the opportunity to engage in introspection and examination of their personal belief and value systems as it relates to leadership. The course begins from the assumption that leadership is “a journey that begins within” and examines the relationship between leadership theory and Christian spirituality. Biographical examples will be analyzed; biographies will be drawn from diverse fields such as health, science, business, government, sports and education. P: Sr. stdg.
- COM 493 Directed Independent Readings in Communication (1-3) I, II, S**
In-depth survey of literature on a topic determined in consultation between a student and faculty supervisor. Requires extensive library work and a written analysis of readings. Subject matter and method constructed to meet the individual needs of students. P: DC and approval of major adviser prior to early registration. May be repeated for credit to a limit of six hours.
- COM 494 Directed Independent Study in Communication (1-3) I, II, S**
Subject matter and method constructed to meet the individual needs of students. P: DC and approval of major adviser prior to early registration. May be repeated for credit to a limit of three hours.
- COM 495 Special Topics in Communication Studies (3) I, II**
Focus on developing practical application of communication concepts in a variety of contexts. Course will be subtitled in the Schedule of Courses. No more than 6 hours of Communication Studies 495 may be taken for credit toward a degree. P: Major status or IC.
- COM 496 Communication Internships (1-3) I, II, S**
Students are placed in organizations for the purpose of applying the principles and theories learned in the classroom. Supervision provided both on site and on campus. May be repeated for credit to a limit of six semester hours. P: COM 340 or COM 360, and COM 361 or COM 362 or IC.
- COM 497 Practicum in Debate (3) OD**
Workshop for high-school debate coaches in the methods and techniques of preparing secondary school students for competitive debating.
- COM 501 Varsity Debate and Forensics (1-3) I, II**
Intercollegiate competitive debate and forensics. Credit by arrangement. May be repeated for credit to a limit of three hours. P: IC.

- COM 564 The Internet: An Educational Resource** (3) II (Same as EDU 564)
Discussion of educational resources available on the Internet. Students will engage in “hands-on” activities and develop curriculum using the Internet as their bases.
- COM 565 Hypermedia in the Classroom** (3) II (Same as EDU 565, JMC 565)
Introduction to hypermedia and its uses in teaching and learning. A review of linear and branched instruction, microworlds, interactive videodiscs, CD-ROM, graphics, Xap Shot, and design of computer-based learning. Course may be repeated to a maximum of six semester hours.
- COM 572 Introduction to Desktop Video with Hyperstudio** (3) (Same as EDU 572, JMC 572)
A multimedia workshop designed especially for teachers and students with focus on “hands on” experiences in preparing them to become effective communicators with this new style of expressions and information. Production experiences will include working with digitized video, Quicktake camera, animation, sound graphic objects, text and Quicktime movies.

COMPUTER SCIENCE (CSC)

Associate Professor Cheng (Chair, Department of Mathematics/Computer Science); *Professor Mordeson* (Director, Computer Science Program); *Associate Professors J. Carlson, Malik and Nair*; *Assistant Professor Wierman*.

The Field of Concentration for the Degree of Bachelor of Science

Concentration major: Students must take Computer Science 221, 222, 509, 514, 527, 533, 536, and 542; and any four 500-level computer science courses. No more than six semester hours of 493, 495, 497, 499 MTH, STA or CSC courses may be applied to the major.

Supporting courses: Mathematics 245, 246, and 529.

The Department of Mathematics offers a Mathematics/Computer Science track yielding the degree of Bachelor of Science in Mathematics. See Mathematics department for details.

Computer Science/Mathematics 509 may not be used to satisfy both Computer Science and Mathematics requirements.

The Field of Concentration for the Bachelor of Science in Computer Science with a major in Applied Computer Science

A total of 36 semester hours of Computer Science (CSC) courses.

Required Courses: CSC 221, 222, 538, 542, 544, 546, 548, and 552. In addition, the student chooses four optional 500-level computer science courses. One may be substituted by CSC 231.

The Major for the Associate in Science Degree

Open only to students enrolled in University College. To obtain this degree a student must complete 64 semester hours including CSC 221, 222, and 12 semester hours in 500-level CSC courses; MTH 135 and 245; the Core requirements (see page 136), and 12 hours of electives.

- CSC 102 Applications Software** (3) S 1995
Designed to teach the basic concepts of word processing, spreadsheets and database management to the computer novice. Topics include Microsoft Word, Excel, and Access.
- CSC 107 Introduction to Computing Concepts** (3) I, II
Introduction to the computer’s ability to store, process, and generate information. Includes using a wordprocessor, spreadsheet, and database.
- CSC 108 Introduction to Personal Computing** (3) I, II
Hardware and software for the IBM compatible PC. Using Windows and command line DOS. Windows/DOS file structure.
- CSC 205 Introduction to Desktop Publishing** (3) OD
Typesetting and pasting up; use of Page Maker for windows and Corel Draw 3.0.
- CSC 221 Computer Programming I** (3) I, II
Computer organization; algorithm development; structured programming design. CO: MTH 135.

- CSC 222 Computer Programming II (3) I, II**
Further algorithm development and structured programming design; simple data structures; string processing; searching and sorting techniques. P: CSC 221.
- CSC 230 Program Design with Visual Tools and Objected Oriented C++ (3) OD**
Data typing; arithmetic expression; logical expressions; conditional statements; recursion; pointers; dynamically allocated storage; encapsulation; abstraction modularity; hierarchy; inheritance; overloading. P: Open only to Bus. Ad. students.
- CSC 231 COBOL Programming Language (3) II**
COBOL programming language; structured programming; business applications.
- CSC 324 WEB-based Interface Design (3) I**
HTML will be used to design web-pages. HTML fundamentals, as well as Image Maps, Forms, Frames, Style Sheets, and Plug-ins will be covered. The development of simple graphics, the fundamentals of graphic design philosophies will be studied.
- CSC 328 Electronic Commerce (3) I**
The student is expected to integrate the knowledge gained in the previous five classes in the design and instigation of a business Website. HTML forms are expected to feed data into an online database via a scripting language. The class will probably use Excel databases fed by vb Script programs. Additional issues considered are security, and privacy. P: CSC 221, 324, 526, 542, and 557.
- CSC 338 C++ Programming (3) OD**
Course designed to present a complete ANSI version of the C++ language. The terminology of object-oriented concepts are defined, and the way in which these concepts are supported by C++ is discussed. Object-Oriented programming is stressed throughout the course. P: CSC 222 or industry experience.
- CSC 493 Directed Independent Readings (1-3) OD**
Directed readings course investigating either topics not offered in the curriculum or topics offered in the curriculum in depth. May be repeated to a limit of six hours. P: DC.
- CSC 495 Directed Independent Study (1-3) OD**
Directed study course investigating current topics in computer science. May be repeated to a limit of six hours. P: DC.
- CSC 504 Visual Basic (3) OD**
First the course presents the VB environment and the basic set of widgets available for project development. Each widget has properties and functionality. In this context the VB language, consisting of statements, data types, control structures and subroutines, is developed. Advance topics include files, database files, drag-and-drop, graphics, and DLLs.
- CSC 509 Discrete Structures (3) I (Same as MTH 509)**
Logic; Boolean algebra; switching circuits; graphs; groups; semi-groups; finite state machines; coding theory; grammars; algorithms. P: CSC 221; 6 hrs. college MTH.
- CSC 514 Introduction to Computer Organization (3) II**
Digital logic design, basic addressing modes, instruction formats and interpretation, I/O devices, memory organization, computer arithmetic, microprogrammed control. P: CSC 511.
- CSC 515 Computer Architecture (3) I or II**
Components of micro-, mini-, and mainframe architectures; microprogramming; stack computers; parallel computers; pipeline and vector processing, VLSI and systolic architectures, RISC architecture. P: CSC 514.
- CSC 525 Automata, Computability, and Formal Languages (3) OD (Same as MTH 525)**
Finite state concepts; acceptors; formal grammars; computability; Turing machines. P: CSC 509.
- CSC 526 Web Site Administration (3) II**
The main topic of this class is the installation and configuration of web-servers. At a minimum, the two most common types of small business servers, those based on Windows NT and the UNIX operating systems, will be covered. This class will provide hands-on experience.
- CSC 527 Data Structures and Algorithm Analysis (3) II**
Graph algorithms, sorting techniques—internal and external, different types of binary trees, B-trees, static and dynamic tables. P: CSC 222, 509.

- CSC 533 Organization of Programming Languages (3) I or II**
Language definition structure; data types and structures; control structures and data flow; run-time consideration; interpretative languages; lexical analysis and parsing. P: CSC 527.
- CSC 535 Introduction to Compiler Design (3) OD**
Review of program language structures, grammars, translation, loading, execution and storage allocation; compilation of simple structures. Organization of a compiler including compile-time symbol tables, lexical scan, syntax and semantic analyzer, object code generation, error diagnostics; object code optimization techniques, and overall design. P: CSC 527.
- CSC 536 Introduction to Systems Programming and Operating Systems (3) I**
Assembler, loader, linker, introduction to operating systems, interrupt processing; memory management; multitasking; input/output control systems. P: CSC 511, 527.
- CSC 538 Networks LAN & NOS (3) I or II**
Lan, topologies, bus, star, ring, interface cards, network operating systems, passwords, login scripts, menu, filter, print services, file services, security. P: CSC 222 or industry experience.
- CSC 539 Operating Systems Structure and Design (3) I or II**
Concurrency control; memory management; CPU Scheduling; file structure; security and protection. P: CSC 536.
- CSC 542 Relational Database Design (3) I or II**
Relations, relational algebra, SQL, normal forms, Database design, data dictionaries, recovery, concurrency control, two phase commits, application program generator. P: CSC 222 or industry experience.
- CSC 543 Numerical Analysis (3) OD (Same as CSC 543)**
Numerical differentiation and integration, solutions of equations and systems of equations, polynomial approximation, error analysis and eigenvectors, and applications using digital computers. P: MTH 246.
- CSC 544 Graphical User Interfaces Development (GUI) (3) I or II**
Overview of shrinkwrap/industry standard GUI; experience defacto GUI design, word processors, spreadsheets, graphics packages, GUI design; user-centric design principles, standard GUI components/usage, list boxes/radio buttons/ checkboxes/ pull-down menus/ icons/ toolbars/ etc., GUI navigation. P: CSC 222 or industry experience.
- CSC 546 Client/Server Fundamentals (3) I or II**
Client server fundamentals; philosophy, distributed data, processing. P: CSC 222 or industry experience.
- CSC 548 Object Oriented Design (3) I or II**
Encapsulation, information hiding, object responsibility, member functions, instantiation, class, inheritance, abstraction, ad hoc polymorphism, operator overloading, parametric polymor-



phism, decomposition, messages, interfaces, coupling, assertions, analysis, problems, solutions, information, entities, events, relationships, notation, reusability, extensibility, portability, maintainability. P: CSC 222 or industry experience.

- CSC 550 Introduction to Artificial Intelligence (3) OD**
Problem-solving systems and search methods; representation of knowledge and expert systems; game playing; machine learning and perception; implementing artificial intelligence systems. P: CSC 527.
- CSC 552 Windows Programming (3) I, II**
Programming the Microsoft Windows API. Event driven programming. GUI programming. Widgets and toolboxes. Includes GDI concepts and procedures. P: CSC 222 or industry experience.
- CSC 555 Computer Graphics (3) I, AY**
Display memory; generation of points, vectors, shapes, etc.; interactive versus passive graphics; graphics display devices and plotters, analogue storage of images; digitizing and digital storage; pattern recognition; data structures and graphics; the mathematics of 2-D and 3-D transformations; projections; applications in computer-aided design and instructions. P: CSC 527.
- CSC 557 Java Programming (3) S**
Java applets, Java application, AWT event model, menus, images, components, containers and layout managers, graphics java tool kit, sprite animation.
- CSC 571 Introduction to Data Communication and Networks (3) OD**
Teleprocessing; data communication systems; components; communication protocols and interfaces; functional layers; switching and error handling; networking and interfaces; routing and flow control; broadcasting; local/broad area network; reliability, security and other issues. P: CSC 514.

Graduate-level courses (600-700-series courses, open only to graduate students) offered by the Department of Computer Science are listed in the Graduate School issue of the Creighton University Bulletin.

CREIGHTON HOUSE SEMINAR (CHS)

See page 102 for further details.

Associate Professor Spencer (Resident Director)

- CHS 351 Community Service (3) II 1995-96**
Semester-long community service positions, arranged by the Director and supervised on-site by a designated professional; the gained experiences broadened through independent reading and shared through regular meetings with fellow resident-volunteers. Required for residents only.

DANCE See *Department of Fine and Performing Arts.*

ECONOMICS (ECO)

Professor Wingender (Chair), Allen, Goss, Murthy, and Phillips; *Associate Professors* Fitzsimmons and Stockhausen; *Assistant Professors* Cahill and Knudsen; *Professor Emeritus* Nitsch; *Associate Professor Emeritus* Funk.

- ECO 203 Introductory Microeconomics (3) I, II, S**
Nature of economics and the economic problem. Principles and problems of resource allocation and income distribution in a market economy with special reference to the American economic system; basic microeconomics of the household, firm and product and factor markets. Open to all students who have completed a minimum of 15 semester hours of college credit.
- ECO 205 Introductory Macroeconomics (3) I, II, S**
Microeconomics versus macroeconomics; major macroeconomic problems in an open economy. Measurement, analysis, and control of the overall levels of income, production, employment, and prices with a focus on the modern U.S. economy; monetary, fiscal and related policies for economic growth and stability. P: ECO 203.

- ECO 277 American Economic History (3) OD**
History and development of the U.S. economy from its European origins to modern times examined in light of basic economic concepts and principles.
- ECO 301 Economic Analysis and Policy (3) I or II**
Intensive survey of selected microeconomic and macroeconomic principles and policies. P: Open to juniors and seniors in Arts and Sciences and students in degree programs above the bachelor's level who do not have college credit in economics. May not be used to meet requirement for the major in economics.
- ECO 303 Intermediate Microeconomics (3) I, II**
Further analysis of resource allocation and income distribution. The individual household and market demand; market supply and production/cost relationships. Price and output decisions of firms in different types of market structures; factor market relationships. General equilibrium analysis and welfare economics. P: ECO 205; MTH 141 or 245; Jr. stdg.
- ECO 305 Intermediate Macroeconomics (3) I, II**
Further analysis of the measurement, determination, and control of national income and product and the aggregate levels of employment and prices; problems of, and policies for, economic growth and stability. Students are advised not to take this course concurrently with ECO 315. P: ECO 205; Jr. stdg.
- ECO 315 Money and the Financial System (3) I, II**
Analysis of the functions of money; U.S. monetary and banking system and the role of financial markets; monetary policy, price level, interest rates, national income, international finance, and integration with fiscal policy. Students are advised not to take this course concurrently with ECO 305. P: ECO 205; Jr. stdg.
- ECO 318 Economics of Public Finance (3) I or II**
Theoretical and applied aspects of public budgetary management. Public budgets and their relation to the overall level of economic activity, resource allocation, and income distribution. P: ECO 205; Jr. stdg.
- ECO 353 Environmental Economics (3) I or II (Same as EVS 353)**
The application of economic analysis to environmental issues. Emphasis on global environmental problems and policies and environmental problems and policies that are common to all nations. This course is not open to Economics majors or students registered in the College of Business Administration. P: Jr. stdg.
- ECO 403 Managerial Economics (3) I or II**
Applied microeconomic theory with focus on theoretical and empirical models of business firm behavior. P: ECO 205; Jr. stdg.
- ECO 408 Current Issues in Social Economics and Political Economy (3) II**
Selective examination of current socioeconomic problems confronting both developed and developing countries and the world at large in light of the major politico-economic philosophies of the day. P: ECO 205 or 301; Jr. stdg.
- ECO 413 Market Power and Antitrust Policy (3) I or II**
Study of the economic and legal forces affecting the evolution and performance of large firms in concentrated markets in the United States. Focuses on the structure, conduct, and performance of concentrated industries and the role of the antitrust laws in regulating behavior in these industries. P: ECO 205; Jr. stdg.
- ECO 418 Econometrics (3) I or II**
Application of economics, mathematics, and statistics to the quantification of economic relationships. Intensive use of computer. P: Jr. stdg.; ECO 205; BUS 228, 229 or equivalent.
- ECO 423 Transportation Economics and Policy (3) I or II**
Relationship of transportation to the national economy and to the business sector. Focus on principles of transportation economics, government regulation, passenger and freight transport, and such urban policy issues as energy and environment. P: ECO 205; Jr. stdg.
- ECO 433 Regional Economic Analysis (3) I or II**
Examination of regional economic problems and solutions as they relate to public policy initiatives. Course consists of theory development and empirical testing with statistical models. Emphasis on the use of the most recent advancements in computer hardware and software. P: ECO 205; BUS 229 or equiv.

ECO 443 Labor Economics (3) I or II

The study of labor market theory and policy. The relevant theoretical analysis of labor demand and supply. Analysis of current labor market policies and institutions including discrimination, unemployment, immigration, minimum wages, and unions. P: ECO 205; Jr. stdg.

ECO 493 Directed Independent Readings (1-3) I, II

Directed readings course investigating theory and problems in the field of economics. Limited to students who want to develop a more in-depth knowledge of a subject beyond the regular course coverage and who have a QPA of 3.0 or better. P: Sr. stdg.; DC & Dean's approval.

ECO 497 Directed Independent Research (1-3) OD

Supervised independent research on topics in theoretical/applied economics. Limited to students who want to develop a more in-depth knowledge of a subject beyond the regular course coverage and who have a Q.P.A. of 3.0 or better. P: Sr. stdg.; DC and Dean's approval.

ECO 508 Development of Political Economy (3) I or II

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: Jr. stdg.; ECO 205 or equivalent for Graduate students.

ECO 518 Comparative Economic Systems (3) I or II

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: Jr. stdg.; ECO 205 or equivalent for Graduate students.

ECO 528 International Economic Development (3) I or II

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. Fulfills the College of Business Administration requirement for an international course. P: Jr. stdg; ECO 205 or equivalent for Graduate students.

ECO 538 International Trade and Finance (3) I or II

Basic theory of inter-regional and international trade; analysis of the international economy, including the institutions, procedures and policies of world trade and finance. Fulfills the College of Business Administration requirement for an international course. P: Jr. stdg.; ECO 205 or equiv. for Graduate students.

Graduate-level courses offered by the Department of Economics are listed in the Graduate School issue of the *Creighton University Bulletin* under the headings Business Administration (MBA) and Economics.

EDUCATION AND COUNSELOR EDUCATION EDUCATION (EDU)

Associate Professor Brock (Chair and Director of School Administration) and *Assistant Professor Ponec* (Associate Chair and Director of Counselor Education) *Professor Dickel*; *Associate Professor Doyle* (Director of Special Education); *Assistant Professors C.Cook, T.Cook*, (Director of Secondary Education), *Houtz* (Director of Elementary Education), *Ishii-Jordan, Olson*, and *L. White*: *Professor Emeritus O'Connor*.

Most teacher education courses include an off-campus field experience at an elementary or secondary school. Students must arrange their own transportation to these sites.

Beginning with EDU 103, courses include a field experience. Prior to any field experience, the student must sign and have notarized an affidavit assuring that the student does not have a felony or misdemeanor conviction involving abuse, neglect, or sexual misconduct. Individuals unable to provide this affidavit must successfully appeal to the Nebraska State Board of Education before they will be allowed to enroll in these classes.

Elementary School (K-6) Teacher Curriculum

Creighton's program in Elementary Education is fully accredited by the National Council for Accreditation of Teacher Education (NCATE). The curriculum for certification in Elementary Education requires the following sequence of courses: Freshman year: EDU 103, EDU131, ENG

150; Sophomore Year: EDU 207, EDU 209, EDU 210, ART 104, MUS 104, NSC 205, NSC 206 or other approved science courses; Junior year: EDU 301, EDU 302, EDU 303, EDU 304, EDU 311, EDU 315, EDU 425, EDU 583; Senior year: EDU 451, EDU 452, EDU 453, EDU 500.

Special Education Program for Mildly/Moderately Handicapped K-6

Students who are completing the Elementary Education major may also prepare to teach mildly/moderately handicapped students. This program is fully accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Council for Exceptional Children (CEC). In addition to Elementary Education requirements, completion of this sequence requires EDU 215, EDU 421, EDU 422, EDU 423, EDU 424, EDU 583; EDU 453, EDU 500.

Special Education Program for Mildly/Moderately Handicapped 7-12

Students who are completing the Secondary School Teaching Endorsement (7-12) may also prepare to teach mildly/moderately handicapped students. This program is fully accredited by the National Council for Teacher Education (NCATE) and the Council for Exceptional Children (CEC). In addition to the Secondary Education co-major and content major, course requirements include EDU 215, EDU 421, EDU 423, EDU 424, EDU 460, EDU 468, EDU 469, EDU 482, EDU 500, EDU 501, AND EDU 588, with EDU 505 as an elective.

Post Baccalaureate Program: Mildly/Moderately Handicapped Endorsement (K-6)

Students who have already met the requirement for an initial teaching certificate in Nebraska can apply for an additional endorsement in Mildly/Moderately Handicapped (K-6). The following courses must be completed: EDU 215, EDU 421, EDU 422, EDU 423, EDU 424, EDU 468, EDU 458, EDU 459 and EDU 501. A Human Relations class may be required by the Nebraska Dept. of Education for teachers who have not had this class. Iowa certification requires the completion of EDU 505 as well.

Post Baccalaureate Program: Mildly/Moderately Handicapped Endorsement (7-12)

Students who have already met the requirements for an initial teaching certificate in Nebraska can apply for an additional endorsement in Mildly/Moderately Handicapped (7-12). The following courses must be completed: EDU 215, EDU421, EDU 423, EDU 424, EDU 460, EDU 468, EDU 469, EDU 482, EDU 500, EDU 501 and EDU 588. A Human Relations class may be required by the Nebraska Department of Education for teachers who have not had this class. Iowa certification requires the completion of EDU 505 as well.

Secondary School (7-12) Teaching Endorsement

Students planning to teach in junior or senior high school must complete a major in an approved academic subject and a co-major in secondary education.

An academic subject, at least 30 semester hours, is required for Nebraska certification. The subjects available are Biology, Chemistry, English, French, German, History, Journalism, Latin, Physics, Political Science, Psychology, Religious Education, Sociology, Speech/Drama, and Spanish.

Although not identified in the *Bulletin*, the unit also provides field endorsements in Art, Language Arts, Mathematics, Natural Sciences, and Social Sciences.

Whether a B.A. or B.S. is awarded will depend on the major chosen. Creighton's program in Secondary Education is fully accredited by the National Council for Accreditation of Teacher Education (NCATE). For further information, contact the Department of Education, Room CA106.

Required Courses: EDU 103, EDU 207, EDU 210 (concurrent registration required), EDU 341, EDU 342, EDU 425, EDU 461, EDU 462, EDU 464, and EDU 548.

In addition, students are required to take at least one special methods course in their major area. These courses are ordinarily offered in the fall term of even numbered years. The courses meeting this requirement include EDU 440, EDU 441, EDU/JMC 442 EDU 443, EDU 444, EDU 445, EDU 446, COM/EDU 447, EDU 448, EDU 449, THL 590 or EDU/LAT 450.

Admissions Criteria

Students will be allowed to register for upper-division Education courses (300-level and above) only after receiving formal admission to the Education Department. In order to be considered for admission, students must maintain a minimum QPA of 2.5, achieve acceptable scores on the

Pre-Professional Skills Test (PPST), and complete department application procedures. In addition, an interview and portfolio review may be requested by the Selection and Retention Committee.

Student Teaching

Student teaching is a one semester (14 weeks), full-day teaching experience. It is divided into two quarters. EDU 451, 458, 461, and 468 constitute first quarter selections dependent upon elementary, special education or secondary area. This is followed by EDU 452, 459, 462, and 469 the second quarter of the selected programs. Students must have the K-12 school's total teaching day open for student teaching. Students follow the calendar of the K-12 school rather than the Creighton University calendar during this semester. Any deviation from the program must be cleared in writing by the Education Department's Selection and Retention Committee.

- EDU 101 College Major Selection and Career Planning (3) I, II**
This course will assist the student in understanding the essential elements of selecting a college major and how those various majors fit into specific careers. The course will also concentrate on career exploration and the developmental process.
- EDU 103 American Education and the Interactive Process (3) I, II**
Course, both lecture and laboratory oriented, 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.
- EDU 109 Skills for Academic and Career Success (1) I**
Designed to orient and teach the student how to use the resources available on campus to increase academic and career success. Includes an orientation and tour of the campus including Jesuit mission, an orientation to the library and library technology, the Writing Lab, campus computer resources and computer basics including: e-mail, the web, HTML basics, P.A.L.S. and Microsoft Word. Students will complete a career assessment inventory, learn about career development and exploration, adult learning styles and test-taking strategies. P: University College students only.
- EDU 131 Literature for Children (3) I, II**
Study of children's literature, pre-primary through junior high; history; types; the contemporary scene; extensive required readings.
- EDU 207 Educational Psychology (3) I, II**
Application of psychological principles in promoting the learning of individuals and groups. Emphasis on motivation, theories of learning, transfer of training, development and measurement of intelligence and achievement. Students must register for both EDU 207 and 210. A total of 35 clock hours of K-12 classroom aiding required in conjunction with EDU 207 or 210. P: EDU 103; CO: EDU 210.
- EDU 209 Physical Education in the Elementary School (3) I, II**
Organizational and instructional techniques for elementary school physical education activities. Specific emphasis on dance, games, and educational gymnastics. Combination of lecture and laboratory sessions. P: EDU 103, 210, and DC.
- EDU 210 Child and Adolescent Development (3) I, II**
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. Emphasis on processes that have practical application for teachers and parents. P: EDU 103; CO: EDU 207. Certified Writing Course.
- EDU 215 An Introduction to Special Education: Field Experience (1-2) I, II**
Practical experiences off-campus designed to familiarize one with exceptionality in children. P: IC.
- EDU 301 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 36 hours of practicum in public school classroom. P: EDU 103, 207, 210, Adm. to Dept.; CO: EDU 311.
- EDU 302 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 103, 207, 210; Adm. to Dept.

- EDU 303 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 303/304). P: EDU 103, 207, 210, Adm. to Dept.; CO: EDU 304.
- EDU 304 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 303/304). P: EDU 103, 207, 210, Adm. to Dept. CO: EDU 303.
- EDU 307 Computer Related Technologies in Teacher Education (1) I, II**
Introduction to computer related technologies in the elementary and secondary classroom. Designed to give students a working knowledge of technologies currently being used in schools as curriculum enhancers and productivity tools.
- EDU 311 Teaching of Reading (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. P: EDU 103, 207, 210, Adm. to Dept; Certified Writing Course. CO: EDU 301.
- EDU 315 World Geography (3) I, II**
World patterns of land and water distribution, landforms, climatic regions, population and natural resources, socio-economic implications. Meets CORE requirement for Global Studies. P: EDU DC.
- EDU 320 Leadership: Theories, Styles, and Skills (3) OD (Same as COM 320)**
Course designed to offer participants an opportunity to gain a working knowledge of leadership theories and group dynamics. Designed to develop and improve leadership skills and to learn how to apply these skills in a practical setting. P: Jr. stdg. or IC.
- EDU 341 General Methods in Secondary Teaching (3) I, II**
General principles of method in relation to secondary-school teaching. Planning of learning experiences with particular reference to assignments, recitation procedures, organizing group discussions, directed study; selection and organization of learning materials. Class management and reports. Selection and preparation of audio-visual materials; operation of various types of media equipment. Students serve as teacher aides two afternoons a week. P: EDU 103, 207, 210; Jr. stdg; CO: EDU 342.
- EDU 342 Technology Laboratory in Secondary Education (1) I, II**
Development of skills in computer-related technology as curriculum enhancers and productivity tools for teaching and learning in secondary schools. P: EDU 103, 207, 210; Jr. stdg. CO: EDU 341.
- EDU 421 Teaching Students With Moderate Disabilities (3) I**
Course addresses the nature of children with moderate disabilities. Designed to develop the relationship between the school and families, the assessment and teaching of students, the historical practices of the past, the curriculum implications of today, the issues of placement and inclusion. P: Jr. stdg.; EDU 215 or EDU 425.
- EDU 422 Multicategorical Methods for the Mildly Handicapped (3) I**
Special methods and materials in teaching and testing the slow learner in the elementary classroom and the mildly/moderately handicapped; 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 215 or EDU 425.
- EDU 423 Diagnostic and Prescriptive Teaching of the Mildly and Moderately Handicapped Child (3) II**
Techniques for assessing the learning processes, style and knowledge of the mildly handicapped. Designed to teach the student how to formulate instructional plans to meet the needs of the handicapped and how to teach the moderately handicapped in a diagnostic and prescriptive manner.
- EDU 424 Speech and Language Development of the Exceptional Child (3) II**
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 215 or EDU 425, Jr. stdg.

- EDU 425 Procedures for Mainstreaming the Mildly/Moderately Handicapped Student in the Regular Classroom (3) I, II**
 Course designed to acquaint the regular elementary or secondary classroom teacher with the characteristics of the mildly handicapped student in the regular classroom. Discussion of diagnostic and remedial techniques for students with disabilities in the general classroom. Students complete a practicum under supervision of a special education teacher. P: Adm. to Dept.
- EDU 428 Promoting Physical and Mental Wellness (3) II**
 Addresses the antecedents of physical and mental wellness through such topics as nutrition and exercise as well as coping skills, self-esteem, and support systems. Consideration of numerous life challenges to wellness.
- EDU 430 The Value of Children (3) S 1995 (Same as SWK 430)**
 Interdisciplinary, integrative course designed to help students explore and evaluate personal, community, institutional, and global values as they pertain to the needs and rights of children. It is intended to promote interdisciplinary understanding as well as interdisciplinary cooperation. P: Jr. stdg.
- EDU 440-450 Special Methods of Teaching in the Secondary School (3) I**
 Each course deals with the objectives and functions of the particular subject 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. P: or C: EDU 341 and 342; Jr. Stdg.
- 440 Teaching of Art
 - 441 Teaching of English
 - 442 Teaching of Journalism (Same as JMC 442) OD
 - 443 Teaching of Mathematics
 - 444 Teaching of Modern Languages
 - 445 Teaching of Science
 - 446 Teaching of Social Studies
 - 447 Teaching of Speech (Same as COM 447) OD
 - 448 Teaching of Drama OD
 - 449 Teaching of Religion (THL 590 may be taken in lieu of EDU 449)
 - 450 Teaching of Latin (Same as LAT 450) OD
- EDU 451 Elementary School Observation and Student Teaching (5-6) I, II (Not in S)**
 Practical experience in the observation and conduct of classroom teaching and related activities. This experience is obtained under the immediate supervision of a fully experienced cooperating teacher and a University supervisor. Application to the Director of Field Experiences for all student teaching must be made before February 1 for the Fall Semester and October 1 for the Spring Semester. P: EDU 301-304 & 311; Sr. stdg; CO: EDU 452, 453.
- EDU 452 Advanced Elementary School Observation and Student Teaching (5-6) I, II (Not in S)**
 Practical experience in the observation and conduct of classroom teaching and related activities. This experience is obtained under the immediate supervision of a fully experienced cooperating teacher and a University supervisor. Application to the Director of Field Experiences for all student teaching must be made before February 1 for the Fall Semester and October 1 for the Spring Semester. P: EDU 301, 302, 303, 304, 311, Sr. stdg. CO: 451; 453.
- EDU 453 Seminar in Elementary School Student Teaching and Observation (2) I, II**
 Student teachers deal with issues of physical and mental wellness, communication with families and communities, applications, portfolios, interviews, and relevant teaching concerns. CO: EDU 451, 452.
- EDU 458 Elementary School Observation and Student Teaching the Mildly/Moderately Handicapped (5-6) I, II (Not in S)**
 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. P: EDU 451, 452; Sr. stdg; CO: EDU 459.

- EDU 459 Advanced Elementary School Observation and Student Teaching the Mildly/Moderately Handicapped (5-6) I, II (Not in S)**
 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. P: EDU 451, 452; Sr. stdg; CO: EDU 458.
- EDU 460 Programming for the Adolescent with Learning and Behavior Problems (3) I**
 The course is designed to acquaint students with specific characteristics of the adolescent with learning and behavioral problems. Characteristics are discussed in terms of academic and social needs and programming for these. Career education and self-management topics are included in the course. Students will practice diagnosing and programming for adolescents with mild and moderate disabilities. P: EDU 215 or EDU 425.
- EDU 461 Secondary School Observation and Student Teaching (5-6) I, II (Not in S)**
 Practical experience in the observation and conduct of classroom teaching and related activities. This experience is obtained under the immediate supervision of a fully experienced cooperating teacher and a University supervisor. Application to the Director of Field Experiences for all student teaching must be made before February 1 for the Fall Semester and October 1 for the Spring Semester. P: EDU 341; EDU 342, EDU 425, EDU 548, and one Special Methods Course from EDU 440-450; Sr. stdg. CO: EDU 464.
- EDU 462 Advanced Secondary School Observation and Student Teaching (5-6) I, II (Not in S)**
 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 or the Fall Semester and October 1 for the Spring Semester. P: EDU 341; Sr. stdg. CO: EDU 464.
- EDU 463 Organizational Assessment (3) AY (Same as COM 463, SOC 463)**
 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 464 Seminar in Secondary School Student Teaching and Observation (2) I, II**
 Student teachers deal with issues of classroom management, communication with families and communities, applications, portfolios, interviews, and relevant teaching concerns. CO: EDU 461, 462.
- EDU 468 Secondary School Observation and Student Teaching the Mildly/Moderately Disabled (6) I, II, (not in S)**
 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 March 1 for the fall semester and October 1 for the spring semester. P: EDU 461, 462, Sr. stdg., CO: EDU 469.
- EDU 469 Advanced Secondary School Observation and Student Teaching the Mildly/Moderately Disabled (6) I, II (not in S)**
 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 February 15 for the fall semester and September 15 for the spring semester. P: EDU 461, 462, Sr. stdg. CO: EDU 468.
- EDU 482 Seminar in Consultation and Collaboration Strategies (3) II**
 A field project in special education that includes working with mildly/moderately handicapped youth in the community. P: EDU 458, 459, Sr. stdg.
- EDU 488 Personal and Spiritual Dimensions of Leadership (3) OD (Same as COM/SRP/THL 488)**
 The purpose of the course is to give students the opportunity to engage in introspection and examination of their personal belief and value systems as it relates to leadership. The course begins from the assumption that leadership is "a journey that begins within" and examines the

relationship between leadership theory and Christian spirituality. Biographical examples will be analyzed; biographies will be drawn from diverse fields such as health, science, business, government, sports and education. P: Sr. stdg.

- EDU 493 Directed Independent Readings** (Credit by arrangement) OD
May be repeated to a limit of six hours.
- EDU 495 Directed Independent Study** (Credit by arrangement) OD
May be repeated to a limit of six hours.
- EDU 497 Directed Independent Research** (1-3) OD
Student initiated project under direction of a faculty member. May be repeated to a limit of six hours.
- EDU 500 Remedial Reading** (3) I, II, S
Focus of the course is on meeting the variety of individual educational needs that confront any teacher of reading. Techniques, methods, materials, and organizational systems that can be used within the framework of daily instruction. Students complete a 10 hour practicum. P: EDU 311.
- EDU 501 Psychology of Exceptional Children** (3) I, PS
A multidisciplinary and life span approach to the study of persons with differences. P: Jr. stdg.
- EDU 505 Methods and Strategies for Working With Families and Support Personnel for Exceptional Children and Youth** (3) I (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 520 Foundations of Catholic Education** (3) S AY
Course designed to trace the history and philosophy of Catholic education, elementary school to university, as it has evolved through the centuries. The focus will be on the concept of "Catholic identity" of schools as the Magisterium and scholars throughout history have interpreted it. Church documents will serve as the main text for the course. The culmination will be a project whereby students apply theory to educational practice in the Catholic school setting.
- 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 with emphasis on new standards by the National Council for Teachers of Mathematics standards 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 schools 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. P: Jr. stdg.
- EDU 533 Shakespeare in the Classroom** (3) S
Four-day intensive study for teachers of English and drama. Exploration of innovative educational strategies and practical application of Shakespearean texts in today's classroom. Lecture and demonstration, small group and private instruction. Instructors include members of Twelfth Night, the Theatre company. Participants will develop an individual or group project and compile a source book of activities presented during the workshop. Includes preparation of an in-depth unit of study, appropriate to grade level, incorporating inter-disciplinary and multi-cultural strategies.
- EDU 534 Learning Styles, Self Esteem and Movement** (3) S
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, S
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 548 Teaching Reading in Content Areas in Middle and Secondary Schools (3) I

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. Offered only in fall semesters. P: Jr. stdg; Adm. to Dept.

EDU 559 Discipline with Purpose: An Introduction (1) OD

A ten 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 twenty 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 twenty to twenty-four 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 564 The Internet: An Educational Resource (3) II (Same as COM 564)

Discussion of educational resources available on the Internet. Students will engage in "hands-on" activities and develop curriculum using the Internet as their bases. P: Jr. stdg.

EDU 565 Hypermedia in the Classroom (3) II (Same as COM/JMC 565)

Introduction to hypermedia and its uses in teaching and learning. A review of linear and branched instruction, microworlds, interactive videodiscs, CD-ROM, graphics, Xap Shot, and design of computer-based learning. Course may be repeated to a maximum of six semester hours. P: IC.

EDU 566 Introduction to Computer Based Learning (3) OD (Same as JMC 566)

Course designed to acquaint the student with research findings in the area of computer based learning and to explore the principles of effective use of computers in classrooms. Introduction to Hypercard as a vehicle for creating effective computer based learning environments.

EDU 571 Working With Troubled Families (3) S (Same as COU 571, SWK 571)

Designed to give participants an understanding of family dynamics; why troubled families remain troubled; how intervention can help a family overcome its difficulties. Theoretical presentations and exercises relating to these presentations with opportunities for class discussion of both. P: Jr. stdg.

EDU 572 Introduction to Desktop Video with Hyperstudio (3) (Same as COM 572, JMC 572)

A multimedia workshop designed especially for teachers and students with focus on "hands on" experiences in preparing them to become effective communicators with this new style of expressions and information. Production experiences will include working with digitized video, Quicktake camera, animation, sound graphic objects, text and Quicktime movies.

EDU 573 Production of Instructional Videotapes (3) S (Same as JMC 573)

Workshop designed especially for teachers wanting concentrated "hands on" work in the basic skills of television production. Individuals will learn to produce and shoot instructional programs on the VHS 1/2" format. Emphasis on "hands on" usage of equipment, supplemented by lectures regarding aesthetic and technical production principles.

- 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, S**
Creating and/or maintaining a positive learning environment through techniques of observation, description, measurement and evaluation for optimum student learning. P: Jr. stdg.
- EDU 586 Selected Topics in Education (2-3)**
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."
- EDU 587 Methods of Teaching Religion in Elementary School (3) I, AY (Same as THL 587)**
The course is designed to prepare students to effective religious educators in Catholic elementary schools. The course content will encompass the four dimensions of religious education: message, community, service and worship. Students will not only become acquainted with methods and materials for teaching religion, but they will also gain experience planning liturgical celebrations.
- EDU 588 Developing Vocational Skills for the Mildly/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 Teacher Induction (3) S(OD), I(OD)**
Designed to ease the isolation and provide continuity between the theory of pre-service preparation and the realities of teaching. Assistance provided in acquiring additional knowledge and instructional skills, combating the effects of isolation, and becoming integrated into a school community. P: Certified to teach; contracted for a Fall teaching position.

Graduate-level courses (600-700-series courses, open only to graduate students) offered by the Department of Education are listed in the Graduate School issue of the *Creighton University Bulletin*.

COUNSELOR EDUCATION (COU)

- COU 390 Residence Halls Advising (3) I, II**
Designed to give resident assistants (RA's) knowledge of the role of residence halls in promoting the growth and development of college students and to provide them with the requisite knowledge and skills in helping, problem-solving, crisis management, community development, and programming to achieve this goal. P: Resident halls advisers only.
- COU 540 Introduction to Counseling (3) I, II, S (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. P: Sr. stdg.
- COU 542 Seminar in Counseling (1) I, II, S**
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, S, AY**
Focuses on a broad overview of physical, social, and psychological aspects of human development from conception to old age. P: Jr. stdg.
- COU 571 Working With Troubled Families (3) S (Same as EDU 571, SWK 571)**
Designed to give participants an understanding of family dynamics; why troubled families remain troubled; how intervention can help a family overcome its difficulties. Theoretical presentations and exercises relating to these presentations with opportunities for class discussion of both. 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) I**
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 addition 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 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**
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.

EMERGENCY MEDICAL SERVICES (EMS)

Offered by the School of Medicine Department of Family Practice and University College

Associate Professor Frey (Chair, Department of Family Practice); *Assistant Clinical Professor* Walker (Medical Director); *Instructors* Carritt, Kopf, Ruszczyk, Silver, and Stark.

Prerequisites:

EMS 101 with grade of "C" or better, or equivalent course and successful completion of challenge examination.

Formal acceptance by EMS Department.

NOTE: EMS courses are presented in sequential order. Students normally register for the entire sequence.

Clinical and field practicum courses are taken in conjunction with companion EMS theory courses. Unsatisfactory performance in a clinical or field course prohibits advancement into the next level of EMS courses.

Additional Requirements:

Because of the integral relationship between the educational program in EMS and the health care delivery system, students will be expected to meet additional requirements and expenses related to health examinations, uniforms, and transportation to clinical agencies and field sites while enrolled in clinical and field courses. Specific information about these matters can be obtained from the Emergency Medical Services Education Office at 2514 Cuming Street, Omaha, NE.

The Field of Concentration

Concentration Major: All required courses in the EMS program. See 130-131.

Supporting Courses: Computer Science 102; Economics 203; Marketing 319; Philosophy 343, and Theology 367.

For more information, contact the Emergency Medical Services Education Office (402) 280-1280 or the University College Office, (402) 280-2424 or 1-800-637-4279.

- EMS 101 Fundamentals of Emergency Medical Services (4)**
Emphasis on the fundamental principles and practices of emergency care and procedures in the prehospital area. Course based on DOT (Department of Transportation) EMT-Basic Curriculum. P: American Heart Association in Basic Life Support for Health Care Providers; Immunizations; current CPR certification.
- EMS 160 Out of Hospital Care Course for Nurses (4)**
The objective of the DOT curriculum is to improve the quality of emergency care rendered to victims of accidents and illness, the major thrust of the out of hospital Emergency Care Course for Nurses is aimed toward the RN or LPN who wishes to work as an EMT in the field. P: Current Basic Life Support, Current RN or LPN License.
- EMS 201 Introduction to Paramedicine (4)**
Curriculum based on the DOT Curriculum for Paramedics. Emphasis on the prehospital environment and preparatory skills such as assessment, airway management, and shock. P: DC.
- EMS 210 Paramedicine I: Cardiac (5)**
Curriculum based on the DOT Curriculum for Paramedics and the American Heart Association's ACLS course. Emphasis on the prehospital recognition and management of the patient with cardiac emergencies. P: DC.
- EMS 213 Clinical Practicum I (1)**
Students rotate through a variety of clinical sites, including emergency departments and operating rooms. Emphasis on the assessment and management of patients with airway management problems and shock. P: DC; Immunizations.
- EMS 221 Paramedicine II: Medical Emergencies (3)**
Curriculum based on the DOT Curriculum for Paramedics. Emphasis on the prehospital recognition and management of the patient with medical emergencies. P: DC.
- EMS 223 Clinical Practicum II (1)**
Students rotate through a variety of clinical sites, including critical care units, emergency departments, and respiratory therapy. Emphasis on the assessment and management of patients with medical emergencies. P: DC.
- EMS 251 Field Practicum I (2)**
Focus on the practical application of emergency services to field situations including scene management, assessment, treatment, communications, record keeping and interfacing with receiving hospitals and other ancillary city and public service personnel. P: DC; Immunizations.
- EMS 331 Paramedicine III: OB, Pediatrics, and Behavioral (4)**
Curriculum based on the DOT Curriculum for Paramedics. Emphasis on the specialty care areas of emergency medicine such as OB/GYN, pediatrics, geriatrics, and behavioral emergencies. P: DC.
- EMS 333 Clinical Practicum III (1)**
Students rotate through a variety of clinical sites, including critical care units, emergency departments, EKG computer monitoring labs, labor and delivery, pediatric ICU, and psychiatric services. Emphasis on the assessment and management of patients in these specialty areas. P: DC.
- EMS 340 Paramedicine IV: Trauma (4)**
Curriculum based on the DOT Curriculum for Paramedics. Emphasis on the prehospital recognition and management of the trauma victim. P: DC.
- EMS 343 Clinical Practicum IV (1)**
Students rotate through a variety of clinical sites including critical care units, emergency departments, and operating rooms. Emphasis on the assessment and management of patients with traumatic injuries. P: DC.

- EMS 352 Field Practicum II (3)**
Continued focus on the practical application of emergency services to field situations including scene management, assessment, treatment, communications, record keeping and interfacing with receiving hospitals and other ancillary city and public service personnel. P: EMS 251.
- EMS 353 Field Practicum III (3)**
Continued focus on the practical application of emergency services to field situations including scene management, assessment, treatment, communications, record keeping and interfacing with receiving hospitals and other ancillary city and public service personnel. P: DC.
- EMS 430 EMS in the Rural Setting (3)**
Overview of approaches to situations in EMS specific to the rural setting. Includes incident command, recruitment and retaining personnel, accessing higher levels of care, farm accidents, and methods of skills maintenance for providers. P: EMS 101.
- EMS 440 Educational Planning and Assessment for Emergency Managers (3)**
Theories and principles of learning and teaching including development of effective EMS course objectives, lecture outlines, and examinations. Course includes introduction to use of DOT curricula and materials. P: EMS 101; Must be BLS Instructor. Must show EMT-B Certification or higher.
- EMS 460 Advanced Out of Hospital Course For Nurses (3)**
Course designed to prepare the RN for the assessment, care, transport, and communication requirements of the sick and injured in the out of hospital setting. While giving the RN credit for nursing expertise, this segment supplements and augments skills already gained to enable the participant to function as a valuable prehospital team member with both ground and air service programs. After successful completion, the RN may challenge the National Registry for Paramedics. P: R.N., EMS 101 or equiv.; two years critical care experience, ACLS provider.
- EMS 470 Management of Emergency Medical Systems (3)**
Emphasis on knowledge, skills and abilities required of first-line managers of EMS systems including personnel, operations and equipment. P: EMS 101.

ENGLISH (ENG)

Associate Professor Whipple (Chair); Assistant Professor Keegan (Associate Chair); Professor Garcia; Associate Professors Chiwengo, Dornsife, Fajardo-Acosta, T. Kuhlman, Spencer, Stein, Sundermeier, Wall, and Zacharias; Assistant Professors R. Churchill, Fitzgibbons, Rettig, and Stefaniak; Adjunct Assistant Professors Dittrick, M. Kuhlman, and O'Toole; Lecturer Ching; Professor Emeritus G. Berquist.

English Requirements

Arts and Sciences students will follow the requirements of the Core curriculum on pages 93-97. Specific requirements for Nursing are listed on pages 126-133. Specific requirements for Business Administration are listed on pages 113-125.

Concentration Majors:

Track 1—English Major: Thirty-six semester hours beyond the core, including English 254, 340, 341, 342 or 330, 350, 351, 352 or 532 or 533, 509, 520. One Period or Genre course, one Author course, and one Senior Seminar to be chosen in consultation with the Major Advisor. Students must take the comprehensive exam.

Track 2—English Major—Irish Literature Concentration: Thirty-six semester hours beyond the core, including English 254, 330, 340, 341, 342, 509, 520, 532, 533. One Irish Period or Genre course, one Irish Author course, and one Senior Seminar to be chosen in consultation with the Major Advisor. Students must take the comprehensive exam.

Track 3—English Major—Creative Writing: Thirty-six semester hours beyond the core, including English 251, 254, 300, 301, 302, 403, 492. Two of the following courses: 340, 341, 342. Two of the following courses: 350, 351, 352. Students must take the comprehensive exam.

Track 4—English Major, Subject Endorsement: (Consult the English Major Advisor and the Secondary Education Advisor). Students must take the comprehensive exam.

Track 5—English Major, Language Arts: Teacher Education: (Consult the English Major Advisor and the Secondary Education Advisor). Students must take the comprehensive exam.

Co-Major in English:

Students wishing to pursue a co-major in English must consult with a major advisor in the English Department. In addition to the 9 hours of Core requirements, students must complete 24 hours of course work. No course taken toward a major may be counted toward a co-major. Upon completion of the program, students will be granted a “Certificate of Co-Major in English” issued by the English Department. Requirements include the following: ENG 120, 121, 150, and 254; ENG 340, 341, or 342; ENG 350, 351, or 352; ENG 480, 481, 482, 483, or 484 (senior year only); ENG 509, 510, 511, or 512; and any three English courses at the 300-level or above.

Co-Major in Creative Writing:

Students wishing to pursue a co-major in creative writing must consult with a major advisor in the English Department. In addition to the 9 hours of Core requirements, students must complete 24 hours of course work. No course taken toward a major will be counted toward a co-major. Requirements include the following: ENG 120, 121, 150, 251, 254, 300, 301 OR 302, and 403; ENG 340, 341, or 342; ENG 350, 351, or 352; and one of the following: ENG 480, 481, 482, 483, 484, 509, 510, 511, or 512.

- ENG 61 Premedical Reading Review (4) OD**
Extensive review of vocabulary; efficient reading techniques; flexibility and rate of reading; individualized instruction; pre- and post-testing. P: Open only to students in the special Postbaccalaureate Premedical Program sponsored by the School of Medicine.
- ENG 71 Premedical Writing Review (4) OD**
Concentrated review of grammar/usage fundamentals and basic writing skills: summaries, independent paragraphs, and essay-test responses. Coordination with the Reading Review course. P: Open only to students in the special Postbaccalaureate Premedical Program sponsored by the School of Medicine.
- ENG 100 Introduction to Composition (3) I**
Individualized approach to the skills and strategies of expository writing. P: By placement only.
- ENG 105 Library Research Skills (1) OD**
Designed to give the undergraduate student a focused introduction to efficient library research techniques. A search strategy concept forms the basis of the course. Hands-on exercises and semester projects introduce the student to all major forms of reference tools, methods of source evaluation and documentation. Provides preparation for independent term-paper research. Pre- and post-testing assess entry skills and student progress.
- ENG 120 World Literature I (3) I, II (Same as CNE 120)**
A chronological introduction to Western and non-Western literatures from the Ancient world through the Renaissance. This course juxtaposes Greek, Roman, English literature from the Old English, Middle English, and Renaissance periods with contemporaneous literatures from India, China, Japan, Middle-Eastern, and other non-Western cultures.
- ENG 121 World Literature II (3) I, II**
A chronological introduction to Western and non-Western literatures after the Renaissance to the present, with special units on 18th Century, 19th Century, 20th Century, and non-Western literatures. Works by and about women are incorporated throughout the course. The contemporary non-Western component places particular emphasis on African/African-American and Latin-American/Chicano literature.
- ENG 122 Honors World Literature I (3) I (Same as CNE 122)**
This course is open to first-year students eligible to enroll in honors courses. It requires the consent of the Director of the Honors Program.
- ENG 123 Honors World Literature II (3) II**
This course is open to first-year students eligible to enroll in honors courses. It requires the consent of the Director of the Honors Program.
- ENG 150 Rhetoric and Composition (3) I, II**
Emphasis on strategies of composition, including invention, organization and development, sentence and paragraph structuring.
- ENG 251 Advanced Composition (3) I, II**
Intensive study of the rhetoric of prose composition, including practice in writing the research paper. P: ENG 150.

- ENG 252 Honors Advanced Composition (3) OD**
Intensive study of the rhetoric of prose composition for students in the Honors Program. P: Consent of Director of Honors Program.
- NOTE: ENG 120 and 121 or equivalent are prerequisites for ENG 254 and all English courses above 254.**
- ENG 254 Writing About Literature (3) I, II**
Practice in literary research and in writing the critical essay, together with discussion of contemporary literary theories and practices. P: ENG 150.
- ENG 295 Special Projects (3) OD**
For the non-English major. Usually a CHS course. Requires a university sponsor and written departmental approval.
- ENG 300 Introduction to Creative Writing (3) I, II**
Introductory practice in narrative and poetic writing.
- ENG 301 Creative Writing: Narrative Forms (3) I**
Theory and practice of narrative fiction. P: ENG 300 or consent of Director of Creative Writing.
- ENG 302 Creative Writing: Poetic Forms (3) II**
Theory and practice of the poem. P: ENG 300 or consent of Director of Creative Writing.
- ENG 305 Personal Values in Creative Writing (3) OD**
Theoretical and practical exercises in using the writing of poetry, short fiction, short drama, and familiar essays for the development and precise articulation of an organized personal philosophy. P: Jr. stdg.
- ENG 310 Writing Strategies for the Organization (3) II (Same as COM 310)**
Presentation of written communication used in organizations. Topics include preparation of memos and letters, research skills, and the formal report.
- ENG 311 Ethics and the Uses of Rhetoric (3) I (Same as COM 311)**
Survey of the major works on rhetoric that treat ethics from the time of Plato to the Moderns. P: Jr. stdg.
- ENG 312 Mass Media and Modern Culture (3) OD (Same as AMS 312, COM 312)**
Examination of the role of film, television, and print media in American life. P: Jr. stdg.
- ENG 313 The Essay: Critical and Developmental Reading (3) OD**
Critical reading of nonfictional prose concentrating on the logic, organization, style, and vocabulary of essays. Especially recommended for pre-law students.
- ENG 315 Technical and Professional Writing (3) OD**
Writing in and with technology; patterns of reports and correspondence; professional style and structure.
- ENG 327 Interpretation of Literary Works (3) OD**
Analysis of literary form and structure. This course is applicable for credit in the Jesuit Humanities Program (JHP). P: Consent of JHP Director.
- ENG 329 American Literature/American Identity (3) OD (Same as AMS 329)**
Analysis of the treatment of the American identity as it is represented in American literature of the colonial period to the present.
- ENG 330 Introduction to Irish Literature (3) I, SS in Ireland**
Survey of Irish literature from its beginnings.
- ENG 333 Film Interpretation: Archetypal Approaches to Movie Genres (3) II (Same as COM 333)**
An introduction to critical film viewing, concentrating on recent American movies from several genres. An overview of the elements of film from the perspectives of archetypal and mythological criticism.
- ENG 340 English Literature I: Medieval/Early Renaissance (3) II**
An historical survey of English literature to 1600.
- ENG 341 English Literature II: Late Renaissance/Neo-Classical (3) I**
An historical survey of English literature between 1600 and 1800.

- ENG 342 English Literature III: Romantic/Victorian (3) II**
An historical survey of English literature between 1800 and 1914.
- ENG 350 American Literature I: Beginnings to Civil War (3) II**
An historical survey of American Literature from its beginning to 1860.
- ENG 351 American Literature II: 1860-1914 (3) I**
An historical survey of American literature from 1860 to 1914.
- ENG 352 English and American Literature: 1914 to the Present (3) I**
An historical survey of English and American writers from 1914 to the present.
- ENG 371 American Literature: Vision and Reality (3) OD**
Values and ideals in American literature from the Seventeenth Century to the present.
- ENG 380 History and Criticism of Cinema (3) I (Same as COM 380)**
Motion pictures as a distinctive medium of communication and as an art form; film language; film history; film appreciation; critical assimilation of film content. 2R, 3L.
- ENG 381 Literature and the Environment (3) OD**
Explores English and American nature writing from the neoclassical era to the present. The course investigates the ways in which different authors have seen and have expressed their relationships to their environments and the human relationship to the natural world in general. The course examines nature writing in a variety of genres—poetry, novels, and non-fiction prose essays. It also covers relevant work from contemporary ecocriticism of literature.
- ENG 389 The Roaring Twenties (3) OD**
Representative American authors and works from the 1920's. P: Jr. stdg.
- ENG 390 Introduction to African Literature (3) OD (Same as AFS/BKS 390)**
Contemporary African literature. Relationship between African literature and society, emergence of national and cross-African literatures, issues of cultural conflict, language and oral tradition, and other topics.
- ENG 393 African-American Literature (3) (Same as BKS 393)**
A survey of representative African American literature from its inception to the present. The particular representative authors and genres and the historical focus of the course may differ each semester.
- ENG 398 Literature of Francophone Africa (3) OD (Same as AFS/BKS 398)**
Sample of representative Francophone African literature. Nature and functions of this literature, relation between it and society. Impact of non-Western cultural context on Western literary genres.
- ENG 403 Seminar in Creative Writing (3) I, II**
Small group or individualized attention and practice in the student's chosen genre(s). Designed to allow the student extensive work on an advanced level, the course may be repeated a maximum of three times. P: ENG 300 or 301; consent of the Director of the Creative Writing Program.
- ENG 405 The Thirties (3) OD**
Intensive study of the literature of the Depression and the New Deal. P: Jr. stdg.
- ENG 410 Women in Literature (3) II**
Literary works by and about women. P: Jr. stdg.
- ENG 420 Utopian Literature (3) OD**
Examination of utopian models and ideals in selected literary classics, including anti-utopian literature. P: Jr. stdg.
- ENG 425 Popular Literature (3) OD**
Examination of popular literary forms: detective fiction, science fiction, fantasy, best-sellers, gothic/contemporary romance, western, spy-thriller, horror/supernatural.
- ENG 435 Literature, Philosophy and Economics: Critical Representations of Commercial Life (3) OD (Same as PHL/SRP 435)**
This course will explore how literary, philosophical, and economic texts can reveal basic commercial forms such as the commodity, wage, labor, and capital, whose consequences for social justice we will consider. P: Sr. Stdg.

- ENG 439 Literacy and Technology: How Technology Shapes Cultural Literacy (3) OD**
(Same as SRP 439)
Students will explore the ways that literacy, technology, and humanity interact. Students will look at the ways that each of these entities affects the others. The course will begin with a historical look at human technological literacy, but the majority of the course will focus on present literacy and technology. P: Sr. Stdg.
- ENG 470 Seminar in Film Studies (3) OD** (Same as COM 470)
Topical seminar with topics changing in different semesters. Examination of particular areas of film and popular culture. Topics in different semesters might include detailed examination of a film genre (e.g., the western; science fiction; detective films), or film and cultural studies (e.g., women and film; film and developing nations). May be repeated for credit to a limit of six hours.
- ENG 480 Senior Seminar I: History of Literary Criticism (3) OD**
A consideration of critical theory and practice from the ancient Greeks to the present. P: ENG major; Sr. stdg.
- ENG 481 Senior Seminar II: Special Topics in British Literature (3) OD**
A consideration of certain historical, aesthetic, and/or philosophical themes or ideas which serve as a means of forming an integrated view of British literature. P: ENG major; Sr. stdg.
- ENG 482 Senior Seminar III: Special Topics in American Literature (3) OD**
A consideration of certain historical, aesthetic, and/or philosophical themes or ideas which serve as a means of forming an integrated view of American literature. P: ENG major; Sr. stdg.
- ENG 483 Senior Seminar IV: Special Topics in Irish Literature (3) OD**
A consideration of certain historical, aesthetic, and/or philosophical themes or ideas which serve as a means of forming an integrated view of Irish literature. P: ENG major; Sr. stdg.
- ENG 484 Senior Seminar V: Special Literary Topics (3) OD**
A consideration of certain historical, aesthetic, and/or philosophical themes or ideas that cut across or fall outside the categories covered in Senior Seminars I-IV. P: ENG major; Sr. stdg.
- ENG 492 Creative Writing: Senior Project (3) I, II**
Preparation of a portfolio to be approved by a committee of three faculty members. This project is in lieu of the Senior Seminar for creative writing majors. P: Sr. stdg.; English major.
- ENG 493 Directed Independent Readings (1-3) I, II, S**
May be repeated for credit to a limit of six hours. P: Sr. stdg.; IC.
- ENG 495 Special Literary Problems (3) OD**
Study of specialized topics or problems that cut across or do not fit within traditional periods or genres. P: Jr. stdg.
- ENG 509 Shakespeare (3) I**
Survey of Shakespeare's background; dramatic analysis of Shakespearean plays. P: Jr. stdg. or IC.
- ENG 510 Chaucer (3) OD**
Artistic accomplishments of Geoffrey Chaucer, with particular emphasis on *The Canterbury Tales*. P: Jr. stdg. or IC.
- ENG 511 Milton (3) OD**
The mind, art, and historical significance of Milton as revealed in his major poetry and prose. P: Jr. stdg. or IC.
- ENG 512 Studies in Major Authors (3) OD**
A study of a major author or group of authors. The particular authors studied will differ from time to time. The course may be taken more than once. P: Jr. stdg. or IC.
- ENG 520 History of the English Language (3) II**
Historical approach to the study of the English language from Old English to Modern English. P: Jr. stdg. or IC.
- ENG 522 Introduction to Linguistic Studies (3) OD**
Survey of the history of the English language and an examination of the structure of modern English grammars. P: Jr. stdg.

- ENG 526 Canadian Literature (3) OD**
Study of the fiction and poetry of major Canadian writers. P: Jr. stdg.
- ENG 531 Irish Drama (3) OD**
The Irish theatre of the past 100 years, its plays and playwrights: Synge, Shaw, Yeats, O'Casey, Behan, et al. P: Jr. stdg. or IC.
- ENG 532 The Irish Renaissance (3) OD**
Concentrated study of the key figures of the Irish Renaissance: Joyce, Yeats, Synge, O'Casey, especially as these writers treat Irish/Celtic types, themes, and myths. P: Jr. stdg. or IC.
- ENG 533 Contemporary Irish Literature (3) I**
A study of major Irish writers since the death of Joyce and Yeats, beginning about 1940 and proceeding to the present. Writers discussed may include, e.g., O'Faolain, O'Connor, O'Flaherty, Clarke, Kavanagh, and more recent writers such as Kinsella, Heaney, Hartnett, and Egan. P: Jr. stdg. or IC.
- ENG 534 Irish-American Literature (3) OD**
A study of 19th and 20th century fiction, poetry, and drama by American writers of Irish birth or descent, emphasizing the Irishness of their voice and/or material. Authors include John Boyle O'Reilly, Finley Peter Dunne, F. Scott Fitzgerald, John O'Hara, James T. Farrell, Edwin O'Connor, J.F. Powers, and others. P: Jr. stdg. or IC.
- ENG 535 Studies in Irish Literature (3) SS in Ireland**
A study of selected Irish writers and movements presented in historical sequence. Lectures by prominent Irish scholars will be followed by small seminars. P: ENG 330 or equiv.; Jr. stdg.
- ENG 536 Studies in Irish Literary History and Culture (3) SS in Ireland**
A study of the historical and cultural background to Irish literature. Lectures by prominent Irish scholars will be followed by small seminars and field trips. CO: ENG 330 or 535; P: Jr. stdg.
- ENG 542 18th and/or 19th-Century British Novel (3) OD**
Study of the British novel from Richardson and Defoe to Thomas Hardy. P: Jr. stdg.
- ENG 543 Modern British Novel (3) OD**
A study of the British Novel from the First World War through the post Second World War period. Lawrence, Forster, Bowen, Woolfe, Green, and others will be considered. P: Jr. stdg.
- ENG 544 Modern British Poetry (3) OD**
A study of British poetry from 1900 to the present. Eliot, Hardy, Housman, Lawrence, and others will be considered. P: Jr. stdg.
- ENG 550 Contemporary British Literature (3) OD**
A study of post World War II British Literature. P: Jr. stdg.
- ENG 551 Modern Novel (3) OD**
Selected studies in modern long fiction. P: Jr. stdg.
- ENG 552 Modern Drama (3) OD**
Study of modern dramatists and dramatic techniques from Ibsen to Ionesco. P: Jr. stdg.
- ENG 553 Modern Poetry (3) OD**
Selected studies in modern poetry. P: Jr. stdg.
- ENG 560 Satire (3) OD**
A study of various forms and techniques of satire with critical readings in the history and nature of the satirical genre(s); readings in satirical literature from the beginnings to the present; discussion of complex literary theories regarding satiric art. P: Jr. stdg. or IC.
- ENG 561 Comedy (3) OD**
Comic theory; varieties of comedy; the comic spirit as an essentially artistic and moral viewpoint. P: Jr. stdg.
- ENG 569 Modern American Poetry (3) OD**
A study of 20th century American poetry. P: Jr. stdg.
- ENG 570 Modern American Drama (3) OD**
Study of modern American drama. P: Jr. stdg.

- ENG 573 19th-Century American Novel (3) OD**
Study of selected American long fiction from Brown to James. P: Jr. stdg.
- ENG 574 Modern American Novel (3) OD**
A study of the 20th Century American novel. P: Jr. stdg.
- ENG 575 Contemporary American Literature (3) OD**
Study of principal American writings of the post-World War II era. P: Jr. stdg.
- ENG 580 The Elements of Style: Form and Structure in Writing (3) OD**
Study of the modes and strategies of contemporary prose discourse; includes practice in rhetorical analysis. P: Jr. stdg.
- Graduate-level courses (600-700-series courses, open only to graduate students) offered by the Department of English are listed in the Graduate School issue of the Creighton University *Bulletin*.

ENVIRONMENTAL SCIENCE (EVS)

Environmental Science is a Bachelor of Science degree program housed in the Department of Environmental and Atmospheric Sciences, College of Arts and Sciences. The program provides multidisciplinary science training to prepare students for graduate and professional school studies and for employment in fields of environmental science. This program is offered through the interdepartmental Creighton Institute of Environmental Science (CIES). The Environmental Science office is located in Rigge Science Room107.

Associate Professor Douglas (Chair of Environmental and Atmospheric Sciences); *Professors* Burk, Harper, Platz, and Schalles; *Associate Professors* Michels, and Roberts; *Assistant Professors* Anderson, Morss, Penc, Ramsden, and Vinton.

Field of Concentration for the Degree of Bachelor of Science in Environmental Science

Core Requirements:

- EVS 113/114 Introduction to Atmospheric Sciences and Lab — 4 Sem. Hrs.
- EVS 390 Environmental Science—3 Sem. Hrs.
- EVS 491 Senior Seminar—2 Sem. Hrs.
- EVS 533 Inadvertent Climate Modification —3 Sem. Hrs.
- EVS 555 Meteorological Remote Sensing—3 Sem. Hrs.
- BIO 211/212 General Biology—8 Sem. Hrs.
- CHM 207/208 General Chemistry—8 Sem. Hrs.
- Total Core Requirements—31 Sem. Hrs.**

Area of Specialization Requirement

Students must take a minimum of 14 credits from one of the following tracks:

Track I: Global Environmental Systems

- Four-credit courses—EVS 341, 435, 440, 443, 481
- Three-credit courses—EVS 485, 541, 544, 547, 548, 553, 556, 566, 575
- One- or two-credit laboratories—EVS 486 (1), 487 (2)

Track II: Environmental Pollution

- Four-credit courses—CHM 315, 321/322, 323/324, 416, EVS 443
- Three-credit courses—EVS 523, 541, 544, 545, 548, 552, 556, 575; CHM 506
- One-credit laboratories—CHM 322, 324

Track III: Organismal/Population Ecology

- Four-credit courses — EVS 335, 341, 435, 440, 443, 481, 561
- Three-credit courses — EVS 449, 483, 485, 549, 571, 575, 581
- One- or two-credit laboratories — EVS 450 (1), 484 (1), 486 (1), 487 (2), 572 (2)

Track IV: Environmental Policy and Society (at least one course must come from Group B)

- Three-credit courses:
- GROUP A—EVS 307, 333, 353, 355, 374, 462; ENG 381⁺, EVS/PHL 354⁺.
- GROUP B—EVS 523,541;CHM 506.

Support Courses

Fifteen credit hours including *MTH 245, *PHY 211 and *212, and three credit hours selected from EDU 315, EVS 401, MTH 513, EVS 333+, 353+, 355+, 374+, 462+, EVS/PHL 354+, ENG 381+ or any other course with advisor consent.

* Required for all students.

+ Cannot be used to fulfill both Track IV and Support Requirements. **Note:** Track IV students may use any advanced (non-core) natural science course(s) as elective support.

++ Cannot be used to fulfill both Track I or II and Support Requirements.

Special Courses: (These courses are available to all students in the EVS Program as additional electives. They do not substitute for any course requirements for the major.)

Environmental Science Internship (EVS 480) 1-3credits

Directed Independent Readings (EVS 493) 1-3 credits

Directed Independent Study (EVS 495) 1-3 credits

Directed Independent Research (EVS 497) 1-3 credits

EVS 113 Introduction to Atmospheric Sciences (3) I, II, S (Same as ATS 113, NSC 113)

Introduction to causes of the weather for science and nonscience majors. Topics covered include cloud identification, factors influencing the development of storm systems; effects of jet streams on storm development; the formation of thunderstorms, tornadoes, and hurricanes; climatic change and man's influence on climate and weather systems.

EVS 114 Introduction to Atmospheric Sciences Laboratory (1) I, II, S (Same as ATS 114, NSC 114)

Laboratory designed to familiarize students with analysis techniques in meteorology. Topics include weather observations; weather symbols and coding; map plotting and analysis; and basic forecasting techniques. Students will become familiar with the PCMcIDAS system. CO: EVS 113.

EVS 307 Demography: World Population Issues (3) II ENY (Same as ANT/SOC 307) Fall 1998

This course will provide a sociological examination of the development and evolution of different models of population dynamics from several contemporary cultures. It will place particular emphasis on the assumptions and logical consequences of each of these models. Includes a survey of historical and contemporary trends in population growth, as well as a review of competing perspectives about natural limits to that growth. P: Jr. stdg.

EVS 333 Environmental Politics and Policy (3) II 1995-96 (Same as PLS 333) Spring 1999

An overview of the world's environmental problems from a political perspective. Particular attention is paid to the political impediments to environmental problem solving in both the domestic and international context. P: PLS 121 of So. stdg.

EVS 335 Zoology (4) II, S(OD) (Same as BIO 335)

Biological concepts and principles exemplified by both invertebrates and vertebrates with emphasis on animal diversity, morphology, evolution, and ecological relationships. 3R, 3L. P: BIO 211 & 212.

EVS 341 General Botany (4) II (Same as BIO 341)

Modern biological concepts and principles exemplified by the plant kingdom with emphasis on plant diversity, taxonomy, and evolution. 3R, 3L. P: BIO 211 & 212.

EVS 353 Environmental Economics (3) I or II (Same as ECO 353) Fall 1998

The application of economic analysis to environmental issues. Emphasis on global environmental problems and policies and environmental problems and policies that are common to all nations. This course is not open to students registered in the College of Business Administration. P: Jr. stdg.

EVS 354 Environmental Ethics (3) OD (Same as PHL 354) Fall 1999

Critical study of the anthropocentrism-nonanthropocentrism debate and the individualism-holism debate and how they affect each other in the context of the determination of ecological value. If anthropocentrism is in some ways defective, what implications do these defects have for our moral obligations to animals, plants, waters, soil, future generations, species, ecosystems, and the planet? P: Jr. stdg.; PHL 107 or 109 or 205, and PHL 250 or 251.

EVS 355 Environment and Society (3) II (Same as ANT/SOC 355)

Human societies interact with the natural environments in which they are embedded. An examination of the driving economic, political, cultural, and demographic forces that cause

human modification of the natural world, the resulting social and environmental problems and public controversies. A focus on movements and policies related to environmental issues, and the prospects for the emergence of more environmentally "sustainable" societies. P: Jr. stdg.

- EVS 374 Management of Environmental Risk** (3) I or II (Same as MGT 374) Spring 2000
Examination of environmental issues relevant to management decision making. Emphasis on risk analysis related to global/regional and workplace environmental issues. P: Jr. stdg.
- EVS 390 Environmental Science** (3) II (Same as BIO 390)
Course presents a balanced, scientific approach to the study of the environment and stresses the application of ecological concepts within a systems perspective. Topics include ecological concepts, population principles, endangered species and habitats, resources, air and water pollution, environmental health, and global perspectives. P: BIO 211 & 212 or CHM 208.
- EVS 401 Biometry** (4) I, S(OD) (Same as BIO 401)
Introduction to measurement theory as applied to biological studies. Data acquisition, analysis, and display procedures. Introductory statistical methods emphasizing sampling procedures, frequency distributions, measure of central tendency, analysis of regression lines, log dose-response curves (graded and quantal), bioassay. Lectures supplemented by problem-solving sessions. (Qualifies as laboratory course). 3R, 3L. P: BIO 211 & 212.
- EVS 435 Field Biology in the Southeastern United States** (4) S, AY (Same as BIO 435)
Three-week field trip. Exploration of natural communities in the Blue Ridge mountains of North Carolina, the South Carolina Coastal Plain, the Georgia coast and barrier islands, and the tropical environments of southern Florida. Emphasis on organisms and their adaptation to the environment, field collection techniques, and ecological relationships. Students will work from and stay in established biological field stations at Highlands, North Carolina, Sapelo Island, Georgia, Lake Placid, Florida, and Key Largo, Florida. (Qualifies as a laboratory course.) P: One organismal-level or field course in biology or IC.
- EVS 438 Natural History of the Caribbean** (3) OD (Same as ATS 438) Spring 1994
Study of the natural history of the Caribbean basin in a field setting. Emphasis on the geological history of the islands and the evolution of their endemic biotas. Field trips stressing identification of the local flora and avifauna. Investigation of land use and the resultant effect on the ecology of the region. This course was offered to students in the Semester Abroad Program in the 1994 Spring Semester. Can be taken as independent study by students in future semesters in the Dominican Republic. P: IC and Dean's Office Approval; Jr. or Sr. stdg.
- EVS 440 Field Biology of the Desert Southwest** (4) PS (OD) (Same as BIO 440)
A field course designed to allow students to study the flora and fauna of the southwest. Participants spend the term out-of-doors examining plant and animal relationships in both alpine and desert habitats. Also involves collecting, identifying and preserving study specimens. Base camps include Portal, Arizona, at the foot of the Chiricahua Mountains on the Sonoran Desert; Red Cliffs State Park, north of St. George, Utah (northern perimeter of the Mohave); and Capitol Reef National Park, Utah. Side trips include the Boyce Thompson Arboretum at Superior, Arizona, the Arizona Sonoran Desert Museum at Tucson, Zion National Park, and Mesa Verde, Colorado. (Qualifies as a laboratory course.). P: Two upper-division biology courses or IC.
- EVS 443 Environmental Geology** (4) I (Same as ATS 443)
An introduction to physical geology designed for environmental science majors. Topics include an examination of rock types, evolution and geological times, soil development and processes, earthquakes and global tectonics. In-class laboratories will be devoted to identification of rock types, soil analysis, and determination of fossil types. P: So. stdg. or IC.
- EVS 449 Animal Physiology** (3) I, S(OD) (Same as BIO 449)
A study of the functions of animals from the cellular to the organ-systems level with emphasis on vertebrate systems physiology. 3R, 3L. P: BIO 211 & 212; Jr. stdg.
- EVS 450 Animal Physiology Laboratory** (1) I (Same as BIO 450)
Laboratory exercises designed to illustrate several physiological processes in animals, including cellular and whole animal metabolism, heart and muscle function, osmoregulation and responses to thyroxine and cold acclimation. P or CO: EVS 449.
- EVS 455 Food, Society and Environment** (3) II (Same as ANT/SOC/SRP 455) Spring 1999
Access to food is a universal basic human need. This course considers the social and cultural significance of food, the ecological implications of producing it, and social justice issues that surround its distribution from several disciplinary perspectives. P: Sr. stdg.

- EVS 462 The Land in the American Experience** (3) OD (Same as AMS, HIS 462) Spring 1998
This course serves as an introduction to American environmental history, whereby students will gain a better appreciation of the problems of modern human interaction with the environment. P: So. stdg.
- EVS 480 Internship in Environmental Sciences** (1-3) I, II, S
An internship designed for students interested in working in an environmental setting in the public or private sector. Students may register for three hours credit for 60 hours of work. Before registering for the internship, students should consult with the director of the EVS program. The internship may be taken for a maximum of six hours. Credit does not count toward a specialization area of the Environmental Science degree. P: DC.
- EVS 481 Terrestrial Ecology** (4) I, S(OD) (Same as BIO 481)
Introduction to the interactions of organisms and the environment, especially the biology of populations, communities, and ecosystems. Individual adaptations, the nature of the environment, population dynamics, and community organization are stressed. Laboratory exercises include field trips to terrestrial habitats. 3R, 3L. P: BIO 211 & 212.
- EVS 483 Vertebrate Natural History Lecture** (3) II, S (OD) (Same as BIO 483)
Lecture series designed to provide students with a modern overview of vertebrate diversity. Lectures encompass ancestry, major adaptive shifts between classes of vertebrates, geographic distribution based on physiological limits, specialized feeding and locomotor modes, courtship patterns, reproductive strategies, and conservation issues. P: BIO 211 & 212. Recommended as useful prior to enrollment in EVS 440 (Field Biology of the Desert Southwest) and for students seeking a general understanding of vertebrate life, or those who are interested in teaching biological sciences.
- EVS 484 Vertebrate Natural History Laboratory** (1) II S(OD) (Same as BIO 484)
Laboratory exercises that will provide experience in the following areas: dissection of representatives of each major vertebrate class with emphasis on the diagnostic differences between groups; identification and preservation of vertebrate specimens. Field trips are available on a limited basis. P or CO: EVS 384.
- EVS 485 Marine and Freshwater Ecology** (3) I (Same as BIO 485)
An introduction to the community structure, biological production, and physical and chemical properties of aquatic ecosystems. The major features of water columns, benthic substrates, and lotic zones will be reviewed and compared. P: BIO 211 & 212.
- EVS 486 Freshwater Ecology Laboratory** (1) I (Same as BIO 486)
Introduction to methods for analyzing lake, stream, and wetland habitats. Exercises will examine physical and chemical properties, biological production and food chains, and water quality of freshwater ecosystems. P or CO: EVS 485.
- EVS 487 Marine Ecology Laboratory** (2) I (Same as BIO 487)
Direct observation of marine coastal habitats (reefs, sea grass beds, mangrove forests, rocky intertidal zones, and offshore waters) at Roatan Island, Honduras. Exercises in the field and campus laboratory sessions will examine physical and chemical properties; marine organisms and community structure and productivity of marine ecosystems. CO: EVS 485 or IC; P: BIO 211 & 212.
- EVS 491 Senior Seminar** (1) I, II
All Environmental Science majors must take this course both semesters of their senior year, and in one of these semesters must present a seminar on a topic agreed upon by the faculty seminar coordinator and the student's major adviser. Seminars will be presented by faculty and invited outside speakers. P: Sr. stdg.
- EVS 493 Directed Independent Readings** (1-3) I, II, S
Assigned readings in the student's area of interest. Course is only an addition to and not a substitution for any portion of the major requirement. May be repeated to a limit of six hours. P: Jr. stdg.; IC.
- EVS 495 Directed Independent Study** (1-3) I, II, S
A program of independent study with emphasis on activities other than laboratory or field research. (Examples include library research or special course attendance.) Course is only an addition to and not a substitution for any portion of the major requirement. May be repeated to a limit of six hours. P: Jr. stdg.; IC.

- EVS 497 Directed Independent Research** (1-3) I, II, S
A program of independent study with emphasis on laboratory or field research. Course is only an addition to and not a substitution for any portion of the major requirement. May be repeated to a limit of six hours. P: Jr. stdg.; IC.
- EVS 523 Environmental Toxicology** (3) II 1994-95 (Same as BIO 523)
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 & 212.
- EVS 533 Inadvertent Climate Modification** (3) I (Same as ATS 533, NSC 533)
Exploration of the influence of human beings on the atmosphere. Discussion of theories and models of natural climate change and of that induced by human beings. The ethical issues of inadvertent and planned change of climate by humans will be raised. Major topics include effects of CO₂ warming (greenhouse effect), ozone depletion; human-induced desertification; cloud seeding; acid rain; urban microclimates; and nuclear winter. Methods of monitoring these systems will be stressed relative to an increased world-wide need to limit or prevent human-induced climate changes.
- EVS 541 Atmospheric Diffusion, Air Pollution, and Environmental Impact Analysis** (3) II
(Same as ATS 541, NSC 541) Spring 1999
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: EVS 113 or equiv.
- EVS 544 Hydrology** (3) I, OD1994-95 (Same as ATS 544, NSC 544) Spring 1999
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 NSC 231.
- EVS 545 Applied Limnology and Water Quality** (4) I or II (Same as BIO 545)
Examination of the application of ecological principals to the management and remediation of inland water bodies. Topics include sources and effects of water toxicants, cultural eutrophication, and watershed interactions. P: BIO 485 or IC.
- EVS 548 Space Weather** (3) OD (Same as ATS 548) Pre-Session 1998
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 influence upon everyday activities. P: MTH 246 & PHY 212.
- EVS 549 Environmental Physiology** (3) II (Same as BIO 549)
Impact of environmental changes and environmental extremes on animals and their physiological mechanisms. Examines primarily vertebrates and their responses to variations in temperature, pressure, and salinity. Basic physiological principles associated with each adaptive response covered in lecture and reading assignments. P: BIO 333 or EVS 335 or EVS 384 & 385 or EVS 449 or IC.
- EVS 552 Boundary Layer Meteorology** (3) OD (Same as ATS 552) Fall 1998
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) I (Same as ATS 553)
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) II (Same as ATS 555)
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 analysis and evaluation of water, terrain, mineral, forest, and soil resources. P: EVS (ATS, NSC) 113 or IC.

- EVS 556 Introduction to Physical Oceanography** (3) OD (Same as ATS 556, NSC 556)
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) I (Same as BIO 561) Fall 1999
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 & 212.
- EVS 566 Climate Theory** (3) OD (Same as ATS 566)
Theories of global climate and variability. Examination of climate models, including internal and external parameters and feedback mechanisms P: EVS 113; ATS 561.
- EVS 571 Animal Behavior** (3) II (Same as BIO 571)
Evolutionary aspects of animal behavior, including physical and physiological bases of behavior, social behavior, behavioral ecology and genetics of behavior. 3R. P: BIO 211 & 212.
- EVS 572 Animal Behavior Laboratory** (2) II (Same as BIO 572)
Introduction to animal behavior research methods using structured observations and experiments in laboratory and field settings. 3L. P or CO: EVS 571.
- EVS 575 Environmental Measurements Practicum** (3) OD (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. P: EVS/ATS 113, MTH 245 and PHY 212 or IC.
- EVS 581 Evolution** (4) I, S (OD) (Same as BIO 581)
Lectures and discussion designed to provide junior and senior students with a broad understanding of the science of evolutionary biology. Organized in three parts, each takes a chronological approach: (A) evolutionary theory, (B) mechanisms of evolution, (C) the implications and consequences of theory and mechanism; and as part of both the lecture and laboratory experience in (C, above) topics in evolutionary medicine will be covered. Laboratory sessions include computer modeling exercises to illustrate the mechanisms of evolutionary changes, an excellent film series, discussion opportunities designated to explore in more depth questions and topics associated with speciation, biodiversity and human evolution as well as a review session prior to each exam. 3R, 3L. P: One upper-division BIO course or Jr. stdg.



EXERCISE SCIENCE (EXS)

Professor Baechle (Chair); Assistant Professors Eckerson and Stout. Adjunct Instructors Conway, Moore, Oborny, Williams and Yee.

The Exercise Science major assists in preparing students to enter a multitude of health-related career fields including cardiac and pulmonary rehabilitation, occupational therapy, physical therapy, athletic training, corporate, commercial, and community fitness/wellness, and strength training and conditioning. The Bachelor of Science degree also prepares students who are interested in post-graduate study in Exercise Science and serves as an option for students interested in completing the prerequisites for admission into a variety of professional programs including medicine, dentistry, pharmacy and physical therapy. Coursework and experiences gained from the program in Exercise Science are designed to help prepare students planning to pursue certifications offered by the American College of Sports Medicine, the National Athletic Trainers Association, and the National Strength and Conditioning Association.

Admissions Criteria

Beginning fall semester of 2000 the following requirements for acceptance into the Exercise Science Department will apply at the time of application: an overall grade point average of 3.00 in thirty or more hours of coursework at Creighton; and grades of "B" or better in General Chemistry 207 or 208 AND General Biology 211 or 212.

Enrollment is limited and is based on a number of criteria, including meeting the minimum requirements. Specific application procedures and deadline information can be obtained at the College of Arts and Sciences office or the Exercise Science Department.

Exercise Science Major: The Exercise Science major is designed in consultation and approval with the department chair. Exercise Science majors are required to complete these courses: EXS 101, 103, 106 OR 107; 125, 142, 144, 151 OR 156, 195, 240, 250, 331, 334, 335, 401, 407, 489, 491, 492, and BIO 211 or 212, CHM 207 or 208 and BMS 303. Courses in which grades of "D" are received must be repeated.

- EXS 101 Beginning Swimming (1) I**
Lessons in swimming for beginning swimmers. Emphasis on breathing technique, basic strokes, and safety skills.
- EXS 103 Intermediate Swimming (1) I**
Instruction in swimming for those beyond beginning swimming skills. Emphasis on stroke technique, conditioning, and safety skills. P: EXS 101 or equiv.
- EXS 106 Lifeguard Training (2) II**
Includes the analysis and practice of basic swimming strokes particularly as related to lifesaving situations. Physical conditioning provided through warm-ups, practice drills, and swimming outside class time. Presentation of specific physical skills and knowledge related to aquatic safety. General skills and knowledge needed to serve as a lifeguard included. American Red Cross certification in Advanced Lifesaving and Lifeguard Training may be earned. P: Ability to swim 500 yards; EXS 125 or AHA or ARC certification.
- EXS 107 Water Safety Instruction (2) II**
Methods of teaching swimming skills, water safety techniques and lifesaving skills. P: Demonstrate knowledge and skill in water skills pretest.
- EXS 108 Scuba Diving (1) I, II, S**
Instruction in various areas of scuba diving; opportunities to become certified. Students will earn an open-water certificate upon successful completion of the course. Students should expect to pay an additional fee.
- EXS 111 Beginning Gymnastics (2) I, II**
Beginning skills and techniques in tumbling and on various pieces of gymnastics apparatus.
- EXS 112 Intermediate Gymnastics (2) I, II**
Principles, techniques and skills of gymnastics. Emphasis on assisting the individual to reach more advanced skill levels. P: EXS 111 or IC.
- EXS 125 First Aid (2) I, II**
American Red Cross Standard First Aid and Cardiopulmonary Resuscitation Certification may be earned. Emphasis on medical self-help and emergency medical assistance.

- EXS 135 Horseback Riding (2)** (1 Sem. Hr. in Summer Session) I, II, S(OD)
Instruction in the techniques of riding. Students should expect to pay a riding fee for the semester in addition to tuition. This arrangement will include approximately 16 lessons.
- EXS 136 Introduction to Equestrian Sports (2)** I, II
Continuation of EXS 135 with basic riding and jumping skills; further development of knowledge of horse sports (i.e., fox hunting, horse showing, etc.); basic veterinary knowledge. Students should expect to pay a riding fee for the semester in addition to tuition. This arrangement will include approximately 16 lessons. P: EXS 135 or IC.
- EXS 142 Personalized Weight Training (1)** I, II
Principles, techniques, and participation in weight-training activities for both men and women. Emphasis on muscular endurance, strength and flexibility.
- EXS 144 Aerobic Dance (1)** I, II
Routines consisting of exercises, simple disco movements, ballet, locomotor and non-locomotor skills (swinging, jumping, hopping) designed to increase cardiovascular fitness, flexibility and muscular endurance. Open to men and women.
- EXS 151 Beginning Tennis (1)** I, II
Instructional techniques, analysis, demonstration, and practice in the basic skills of tennis. Includes rules, selection and care of equipment, strategy on the court.
- EXS 152 Intermediate Tennis (1)** I, II
Instructional techniques, analysis, demonstration, and practice in the intermediate skills of tennis. Some advanced strategies and skills. P: EXS 151 or IC.
- EXS 156 Beginning Racquetball (1)** I, II
Instruction in basic skills, strategies, and rules.
- EXS 157 Intermediate Racquetball (1)** OD
Instructional techniques, analysis, demonstration and practice in intermediate skills of racquetball. Some advanced skills and strategies; P: EXS 156 or IC.
- EXS 161 Squad Participation (1)** I, II
Members of a varsity athletic team in the eight men's, six women's and one coed sports may enroll in this course for one hour of credit for a maximum of four semesters. Graded Satisfactory/Unsatisfactory.
- EXS 192 Beginning Karate (1)** I, II
Beginning instruction in the martial art of Tae Kwon Do (Karate). Course emphasizes technical execution, discipline, and an insight into the philosophical aspects of Bushido.
- EXS 193 Intermediate Karate (1)** I, II
An intermediate course of Tae Kwon Do (Karate) designed for men and women who have completed a basic course. Includes advanced blocking, punching, and kicking techniques, combination and breaking techniques, advanced self-defense and sport techniques. P: EXS 192 or IC.
- EXS 194 Beginning Hapkido (1)** II
Beginning instruction in the martial art of Hapkido. Course emphasizes takedowns, throws, restraint, submission and hold techniques, discipline, and the philosophy of hapkido.
- EXS 195 Introduction to Athletic Training (3)** I, II
Cognitive and practical experiences designed to introduce basic athletic training principles and skills to the entry-level athletic training students.
- EXS 210 Practicum in Athletic Training I (1)** I
Practical experience in athletic training techniques and procedures. Skills learned include basic taping, injury evaluation, treatment, and rehabilitation techniques. Minimum 10 clock hours per week in the athletic training room under the supervision of certified athletic trainers. P: EXS 195 or IC.
- EXS 211 Practicum in Athletic Training II (1)** II
Continuation of EXS 210. P: EXS 195 or IC.
- EXS 240 Designing a Personalized Fitness Program (3)** I, II
Assessment of individualized fitness level and the development of a personal fitness program. Lecture topics include physiological testing protocols, the explanation and evaluation of various forms of exercise, training guidelines for aerobic and anaerobic exercise programs

and risk factors associated with cardiovascular disease. Two lectures and two activity sessions per week.

- EXS 305 Advanced Athletic Training: Therapeutic Modalities and Rehabilitation (3) AY**
Study of the principles and methods used in the treatment and rehabilitation of athletic injuries. Discussion of the various types of therapeutic modality and rehabilitation equipment and their uses; and the construction, implementation, and evaluation of rehabilitation programs per regional anatomy. Includes clinical observations. P: EXS 195 or IC.
- EXS 306 Advanced Athletic Training: Therapeutic Exercise (3) AY**
The purpose of this course is to educate the student pursuing a career in Athletic Training in the basic principles of rehabilitation and specific therapeutic exercise techniques as they relate to the care of the physically active. Special emphasis will be placed upon the practical use of these principles and techniques in laboratory settings and in the collegiate athletic training room setting in conjunction with practical experience.
- EXS 310 Practicum in Athletic Training III (1)**
Continuation of EXS 211. P: EXS 195 or IC.
- EXS 311 Practicum in Athletic Training IV (1)**
Practical experience in athletic training techniques and procedures. Focus on specific sport responsibility with administrative tasks to be assigned by the head athletic trainer and more advanced athletic training skills in preparation for the NATA Certification examination. P: EXS 195 or IC.
- EXS 331 Human Anatomy (4) I, II**
Provides students with a basic knowledge of the structure and function of the human body. Lecture topics range from anatomical terminology to comprehensive overviews of the individual systems. Dissected cadaver specimens and anatomical models are used as learning aids. P: BIO 211 or 212; CHM 207 or 208; EXS major or IC.
- EXS 334 Biomechanics (3) I, II**
Introduction to a biomechanical analysis of human movement. Study of the skeletal muscular system with special emphasis on the application of laws and principles that govern their movement and ultimately that of the entire body. P: EXS 331, EXS major.
- EXS 335 Exercise Physiology (4) I, II**
Study of the major physiological systems in the body and their response to exercise and exercise programs. Includes application of physiological concepts to physical training. P: BIO 211 or 212; CHM 207; EXS major.
- EXS 350 Nutrition for Health and Sports Performance (3) I, II**
Considerable information is provided regarding the six classes of nutrients. Lectures focus on applying knowledge in nutrition into a framework upon which performance and conditioning strategies can be based or from which recommendations can be made for health enhancement. P: CHM 207 or 208; BIO 211 or 212; EXS major or IC.
- EXS 395 Advanced Athletic Training: Injury Recognition and Management/Administration of Athletic Training (3)**
The study of the recognition, assessment, and management of athletic injuries, based on regional anatomy. Special emphasis is placed on emergency management. Also discusses the administration of athletic training programs P: EXS 195 or IC.
- EXS 401 Exercise Prescription (3) I, II**
Introduction to physiological testing protocols, preliminary health screening, risk stratification, fitness evaluations, and the design of exercise prescriptions for both general and special populations. Lecture topics include acute and chronic physiological responses to exercise, cardiorespiratory responses, resistance training, weight management, coronary heart disease and an introduction to metabolic equations and caloric expenditure. P: EXS 331, EXS Major or IC.
- EXS 407 Basic Statistics and Research Design (3) I, II**
Designed to develop skills to read and interpret research reports effectively. P: Jr. standing; EXS Major.
- EXS 420 Essentials of Strength and Conditioning (3) II**
Theory and practice of designing and administering strength training and conditioning programs for athletes and non-athletes, including special populations. Content from exercise physiology, anatomy, biomechanics, nutrition and exercise prescription . . . classes are drawn

upon in the formulation of programs; instruction of strength training exercises is provided. P: EXS 335, EXS major or IC.

- EXS 489 Laboratory Methods and Procedures (4) I, II**
Course designed to develop practical skills and knowledge in laboratory technique, procedures, protocols and exercise prescription in the areas of cardiorespiratory fitness, body composition, muscular endurance, flexibility and basic EKG interpretation. Current CPR certification required. P: EXS 401, EXS major or IC.
- EXS 491 Exercise Leadership and Program Administration (3) I, II, S**
Integrates knowledge and experiences from EXS courses and provides opportunities to critically discuss and analyze ethical considerations and human and social issues associated with health/wellness/fitness-related professions. Emphasis is given to acquainting students with the many EXS career-related options, and strategies for being successful. P: EXS major; Jr. or Sr. stdg.
- EXS 492 Exercise Science Internship (5) I, II, S**
Students are to spend at least 20 hours per week for 15 weeks working in one of six areas: cardiac or pulmonary rehabilitation; strength training and conditioning; employee/corporate fitness; physical therapy; or athletic training. Students will assume positions of responsibility and will demonstrate appropriate leadership skills and knowledge. Placement of students will be based upon course-work selection, grade point, and demonstrated leadership, and will be determined by the Chair of the Department. The 492 I and/or 492 II hourly requirements during the summer are 20 hours for 12 weeks of on-site work. P: EXS Major; DC.
- EXS 493 Directed Independent Readings (3) I, II, S**
May not be repeated. P: Jr. or Sr. stdg.; EXS Major; DC.
- EXS 495 Directed Independent Study (3) I, II, S**
May not be repeated. P: Jr. or Sr. stdg.; EXS major; DC.
- EXS 497 Directed Independent Research (3) I, II, S**
Designed to assist students in demonstrating the knowledge and skills associated with research techniques and methods, including testing protocols, statistical design, review of literature, and discussion of results. May not be repeated. P: Jr. or Sr. stdg.; EXS 407; DC.
- EXS 552 Aerobic and Anaerobic Exercise Prescription Guidelines for Cardiac Patient and Adult Fitness Programs (3) S**
A presentation of aerobic and anaerobic exercise needs including various methods for determining those needs. Physiological testing, protocols for aerobic and anaerobic fitness evaluation including flexibility, strength, power and body composition. Explanation of all facets of cardiac rehabilitation and adult fitness programming including exercise prescription guidelines for the respective programs. Laboratory opportunities provided on an arranged basis. P: EXS 333, 335 or DC.
- EXS 554 Clinical Exercise Testing and Electrocardiogram Interpretation (3) II**
Course designed to provide the student in exercise sciences, nursing, or other allied health disciplines with a basic comprehension of the indications, methodologies, and interpretation of results of clinical exercise testing. The student will be provided with primary practical application experiences and with significant instruction regarding resting and exercise 12-lead ECG application and interpretation and its relevance to clinical decision making. P: EXS 333, 331 or IC.



FINANCE (FIN)

Professor Wingender (Chair); Associate Professors Gasper and Sherman; Visiting Assistant Professor Bengtson.

Requirements for Finance as the Field of Concentration — see page 120.

- FIN 301 Managerial Finance (3) I, II, S**
Basic principles and techniques of financial management, including investment, financing, and working capital decisions. Emphasis on time value of money. Presentation of current theory and modern techniques. P: ACC 202; ECO 205; BUS 229 or equiv.; Jr. stdg.
- FIN 325 Investment Analysis (3) I, II**
Principles of investment; analysis of selected investment alternatives including real estate, precious metals, coins, stamps, art, and commodities; evaluation of risks and rates of return; valuation of stocks, bonds, and options; capital asset pricing model and portfolio considerations. P: ACC 202; ECO 205; Jr. stdg.
- FIN 331 Real Estate Principles and Practices (3) I or II**
Study of basic real estate principles, including the nature of real estate markets, the financing of real estate investments, real estate law, and real estate management. P: Jr. stdg.
- FIN 340 Principles of Insurance (3) I or II**
Analysis of insurance as a method of dealing with risk; business and personal risk management; emphasis upon life, health, property, liability, and social insurance contracts. P: Jr. stdg.
- FIN 343 Social Insurance and Economic Security (3) I or II**
Analysis of fundamental risks and available public and private measures against economic insecurity. Social security, workers' compensation, unemployment compensation, and public assistance will be explored in detail. P: Jr. stdg.
- FIN 361 Financial Institutions Management (3) I or II**
Analysis of the principles underlying decision-making in the administration of financial institutions, including banks and insurance companies, loan and investment portfolio problems and policies; pricing, underwriting, adjusting, and agency management. P: ECO 205 or DC.
- FIN 401 Advanced Managerial Finance (3) I, II**
Combines theory and technique to present an integrated view of the finance function. P: FIN 301; Sr. stdg.
- FIN 425 Security Analysis and Portfolio Management (3) I or II**
Analytical evaluation of the investment process emphasizing modern portfolio theory, equilibrium in the capital markets, option pricing theory and evaluation of portfolio performance. P: FIN 325.
- FIN 433 Real Estate Finance (3) I or II**
Introduction to the basic practices of real estate finance. Emphasis on mortgage and residential financing along with the analysis of income-producing properties. P: FIN 301 or DC.
- FIN 435 Portfolio Practicum I (3) I**
A two-semester sequence. Offers practical experience in investments by managing financial assets. Focus on economic and industry analysis and the determination of their effect on investment decisions; money and capital market forecasts; selection of individual securities; and the development of a portfolio strategy. P: FIN 325; Sr. stdg.; DC.
- FIN 436 Practicum in Portfolio Management (3) II**
Continuation of FIN 435. P: FIN 435; DC.
- FIN 438 International Financial Management (3) I or II**
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.
- FIN 445 Life and Health Insurance and Employee Benefits (3) I or II**
Study of the theory and practice of life and health insurance and employee benefits, including underwriting, ratemaking, claims, and investments. Other topics include valuation of human life, careers in life and health insurance and employee benefits, and insurers as financial intermediaries. P: FIN 301 & FIN 340 or DC.

- FIN 447 Property and Liability Insurance (3) I or II**
 Analysis of property and liability insurance as a method of handling risk; multiple line, package, and government insurance programs; property and liability, regulation and solvency concerns. Analysis of complex property and liability issues. P: FIN 301 & FIN 340 or DC.
- FIN 449 Risk Management and Insurance (3) I or II**
 Assessment and control of risk for business and professional organizations. P: FIN 301 & FIN 340 or DC.
- FIN 453 Personal Financial Planning (3) I or II**
 Personal financial management of budgets, savings, credit, insurance, taxes, and investments. Includes dealing with inflation, rental or home purchases, planning for retirement, and estate distribution. P: FIN 301.
- FIN 491 The Financial World: A Campus and Travel Course (1-3) I or II**
 Course designed to provide students with on-site understanding of financial processes to complement campus-based study of the same topics. Includes up to 20 hours of on-campus study prior to the travel portion of the course which will comprise up to 30 hours of study with experts in the field. Various destinations. P: Sr. stdg.; completion of at least 6 hrs. of Group VI courses required for a finance major.
- FIN 493 Directed Independent Readings (1-3) I or II**
 Directed readings course investigating current developments in theory and problems in the field of finance. Limited to students who want to develop a more in-depth knowledge of a subject beyond the regular course coverage and who have a QPA of 3.0 or better. P: Sr. stdg.; DC and Dean's approval.

Graduate-level courses (MBA courses, open only to graduate students) offered by the Department of Economics and Finance are listed in the Graduate School issue of the Creighton University *Bulletin* under the heading Business Administration (MBA).

FINE AND PERFORMING ARTS

Associate Professor M. Kielniarz (Chair); *Professor* Doll; *Associate Professors* Aikin, Alston, Bosco, Flecky (Associate Chair, Visual Arts), J. Horning, Hutson, Roche (Coordinator of Dance), Seitz, and Thein; *Assistant Professors* Bohr, Hanna (Coordinator of Music), Jurgensmeier, and Klem (Associate Chair, Performing Arts).

The Department of Fine and Performing Arts encompasses six subject areas: Art, Dance, Music, Theatre, Arts Management, and Graphic Design.

ART (ART)

Visual Arts—Fields of Concentration:

Bachelor of Arts (B.A.) with a Studio Specialization: A degree program consisting of 36 semester hours in Art. Twenty-one semester hours to include ART 105, 219, 321, 331, 153 or 211, ART 271 or 347, ART 306 or 381. An additional six semester hours are required in Art History courses, and nine semester hours in Studio Art. Acceptance as a major will be accomplished upon submission of a portfolio, at the end of the Sophomore year.

Bachelor of Fine Arts (B.F.A.) with a Studio Specialization: A degree program consisting of 54 semester hours in Art. Thirty semester hours to include ART 105, 153, 211, 219, 271, 306, 321, 331, 347, and 381. An additional six semester hours are required in Art History courses, fifteen semester hours in Studio Concentration, and Senior Thesis (ART 499). Acceptance as a major will be accomplished upon submission of a portfolio, at the end of the Sophomore year.

Bachelor of Arts (B.A.) with an Art History Specialization: A degree program consisting of 33 semester hours in Art. Fifteen semester hours to include ART 105, 219, 319, one course (3 sem. hours) in two-dimensional studio art, and one course (3 sem. hours) in three-dimensional studio art. This program also requires additional eighteen semester hours in other Art History courses and two semesters (or the equivalent) of a foreign language.

Co-major with Studio Art Specialization

For students who wish to co-major in Studio Art as a specialization while they complete a major in another discipline, the courses required are ART 105, ART 153, ART 219, plus 15 additional hours in Studio Art courses (5 different studios). Acceptance as a co-major will be

accomplished upon submission of a portfolio, at the end of the Sophomore year. Total hours required in Art are 24.

Co-major with Art History Specialization

For students who wish to co-major in Art History as a specialization while they complete a major in another discipline, the courses required are ART 105, ART 219, one two-dimensional studio art course, one three-dimensional studio art course, plus 12 additional hours in Art History courses. Total hours required in Art are 24.

Classification of Art Courses

Art courses fall into three categories: Art History/Theory, Art Education, and Studio Art. Among the Art courses listed below, the Art History/Theory courses are ART 219, 319, 355, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 381, 382, 383, 465, 467, 468, 493, 497, Except for ART 104, all of the remaining Art courses are Studio courses.

- ART 104 Elementary School Art (3) II**
Principles underlying the visual arts as exemplified in various forms and media laboratory work to develop basic skills required in elementary school art activities P: EDU DC.
- ART 105 Art Fundamentals (3) I, II**
Basic drawing and basic design. Use of pencil, charcoal, pen and brush. 6S.
- ART 153 Three Dimensional Design (3) II**
This course is designed for both the non-art student and the entry level art student. Students design and create artworks in plaster, cardboard, and clay. Each assignment is designed for total creative expression.
- ART 211 Introductory Ceramics (3) I, II, S**
Handbuilding, throwing, decorating, glazing, and firing of clay. 6S. P or CO: ART 105 for majors; none for others.
- ART 219 History of Art (3)**
Survey of the artistic heritage of the Western World from ancient Greece to the present, emphasizing the period from the Renaissance to the 20th Century
- ART 253 Beginning Sculpture Studio (Human Figure) (3) I, II, S**
Presentation of the traditional, classical approach to art by the experience of modeling in clay from live subjects. Opportunity for Art majors to sharpen perceptual, aesthetic, and functional skills and for non-Art majors to experience what art is and how it comes about in a sculpture studio.
- ART 271 Photography Studio I (3) I, II, S**
Introduction to the process of producing a photograph—both the mechanical/chemical and the aesthetic judgmental processes. Review of the work of great photographers; critique and evaluation of student work. 2R, 1L, P: So. stdg.; P or CO: ART 105 for Art majors. Not open to students enrolling as auditors.
- ART 295 Special Projects (1-6) I, II**
For the non-Art Major. Requires a University sponsor and written DC and IC. Students may repeat this course up to a total of six semester hours.
- ART 306 Acrylic and Chalk Pastel (3) I, II**
Basic functions of color and advanced design. Use of watercolor, chalk pastel and various color media. The search for personal themes through color. 6S. P: ART 105.
- ART 311 Intermediate Ceramics I (3) I, II, S**
Refining of personal technique on the potter's wheel and discovering new uses for clay as an expressive material. 6S. P: ART 211.
- ART 312 Intermediate Ceramics II (3) I, II**
Continuation of ART 311. 6S. P: ART 311.
- ART 319 Art International: The Art Culture of the Global Community (3) I, II**
A general survey of contemporary international art and aesthetics. Examination of the interaction between artists from various international artistic traditions (Africa, Latin America, and Neolithic North America) and the Western tradition. Identification of diverse influences on these artists' perceptions of their unique cultural experience—images of self, spirituality, the family, physical environment, independence and revolution, colonialism, labor, economic

conditions and poverty. Omaha area exhibitions and museum collections used as reference when appropriate.

- ART 321 Life Drawing I (3) I, II**
Drawing from undraped model in a variety of media; some anatomy theory. 6S. P: ART 105.
- ART 322 Life Drawing II (3) I, II**
Continuation of ART 321. 6S. P: ART 321.
- ART 327 Advertising Design I (3) I, II (Same as JMC 327)**
Logos, design, lettering, and photography as related to layouts. Production and related art studio procedures. May be used as elective credit. P: Art majors only.
- ART 328 Advertising Design II (3) II (Same as JMC 328)**
Continuation of ART 327. May be used as elective credit. P: ART 327.
- ART 331 Painting I (3) I, II**
Oil paint used on paper, board and canvas. A great variety of aesthetic attitudes and technical approaches. 6S. P: ART 105 for everyone; P or CO: ART 306 for Art majors only.
- ART 332 Painting II (3) I, II**
Continuation of ART 331 with emphasis on independent research in areas of preference and need. 6S. P: ART 331.
- ART 341 Lithography (3) OD**
Exploration of lithographic process on stone emphasizing a variety of methods to develop an image. 6S. P: ART 105.
- ART 345 Relief Printing: Woodcut and Linoleum (3) I**
Exploration of the process of making color relief prints on paper from wood and linoleum. P: ART 105.
- ART 346 Glass Printmaking (3) I**
Creating an image on a glass plate which will be printed on paper. P: ART 105.
- ART 347 Etching I (3) I, II**
Creating an image on a metal plate which will be printed on paper. 6S. P: ART 105.
- ART 348 Etching II (3) I, II**
Introduction to multiplate color printing. 6S. P: ART 347.
- ART 350 Archaeology of Syria-Palestine (3) OD (Same as CNE/HIS/THL 350)**
A chronological survey of the archaeology of Syria-Palestine in which material culture provides a window on the history of society, economy, and religion from the Neolithic to Hellenistic times. Special topics include the emergence of farming and pastoral societies, the formation and dissolution of Bronze Age city-states, and the rise and fall of Iron Age kingdoms such as Israel, Moab, and Edom.
- ART 353 Intermediate Sculpture Studio (3) I, II, S**
This course is designed to explore bronze casting, mold making, and figure modeling in clay and casting wax. Students cast their finished sculptures in bronze. P: ART 253.
- ART 355 Greek Art and Archaeology (3) (Same as CNE 355)**
Travel course description: Twenty-three days. Mainland tour includes Athens, Eleusis, Corinth, Mycenae, Epidaurus, Sparta, Bassae, Olympia, Delphi, Brauron, and Sounion. Island visits include five days on Crete and two days on Santorini. On-site and background lectures. *Campus course description:* Study of the sculpture, painting, architecture, and sites of Ancient Greece with emphasis on their archaeological, historical, and geographical aspects.
- ART 359 Creativity, Problem Solving, Goal Reaching (3)**
Covers the nature of creativity, sources of creativity and keys to developing creativity. Introduces creative habits and disciplines by using problem solving methods. Not applicable toward Art major; may be taken for elective credit. P: Jr. stdg.
- ART 360 Art of the Middle Ages (3) AY**
Architecture, painting, and sculpture of Europe from the 4th century to the 14th century.
- ART 361 Art of the Renaissance in Europe (3) AY**
Painting, sculpture, and architecture in Italy and Northern Europe from 1300 to 1600, including such artists as Giotto, Botticelli, Michelangelo, Leonardo da Vinci, Raphael, Campin, Van Eyck, Van der Weyden, and Bosch. Certified Writing Course.

- ART 362 Early Christian Art and Archaeology** (3) OD (Same as CNE 362)
Study of the development of Early Christian architecture, painting, sculpture and industrial arts; archaeological excavation of early churches and catacombs with emphasis on problems of interpretation; Western and Byzantine iconography.
- ART 363 Baroque Art** (3) AY
Painting, sculpture and architecture in Europe during the 17th and 18th centuries. Focus on such artists as Rubens, Rembrandt, Velasquez and Bernini.
- ART 364 History of Architecture** (3) AY
Survey of architectural styles and structures from ancient Egypt to the present. Focus on the function, material, technique, and form of each structure.
- ART 365 Greek Art** (3) OD (Same as CNE 365)
Sculpture, painting and the minor arts of Greece.
- ART 366 Etruscan and Roman Art** (3) OD (Same as CNE 366)
Sculpture, painting, and the minor arts of the Etrusco-Roman people.
- ART 367 Nineteenth Century Art** (3) II, AY
Study of the art of the 19th century, including Romanticism, Neo-Classicism, Realism, Impressionism and Post-Impressionism.
- ART 368 Survey of American Art** (3) AY
Survey of American painting, sculpture, and architecture from pre-Revolutionary days to the present with focus on the historical forces that shape the American artist.
- ART 369 Modern European Art, 1900-1945** (3) I AY
Survey of 20th-century painting, sculpture and architecture in Europe. Focus on Fauvism, Cubism, Expressionism, Dadaism and Surrealism.
- ART 371 Photography Studio II** (3) II, S
Introduction to the zone system of black and white photography; study of great photographers' work; critique and evaluation of student work. 2R, 1L. P: ART 271 or IC. Not open to students enrolling as auditors.
- ART 372 Color Photography** (3) II, S
Introduction to color theory and printing; critique sessions of student's work. 2R, 1L. P: ART 271 or IC. Not open to students enrolling as auditors.
- ART 373 Photographic Design and Non-Silver Process** (3) OD
An extension of conventional photographic techniques using antiquated emulsions applied to papers and fabrics, hand coloring and toning, combination images, and optional mixed-media explorations. P: ART 271.
- ART 375 Photojournalism I** (3) I, II (Same as JMC 375)
An introduction to the use of the still photograph to report with and illustrate news stories. Survey and analysis of important American photographers who were concerned with social values. Emphasis on humanistic camera work for the photojournalist with appropriate assignments. Basic camera, darkroom, and lay-out skills will be taught. Critique and evaluation of student work.
- ART 376 The Photo Diary** (3) II
Investigation of the diary form of reflection on personal themes such as family roots, displacement, death and loss, personal relationships, transcendence, etc. Students will use photographs along with words to record and communicate regular reflection pieces. Examples from various autobiographical and journal formats will be studied. Students are not expected to have prior knowledge of photography. Simple equipment is sufficient. No darkroom work required. P: Jr. stdg; consent of the Director of the Jesuit Humanities Program.
- ART 377 Editorial Illustration** (3) II (Same as JMC 377)
A studio-lighting course with classes and assignments structured to the type of assignment a working photojournalist receives at a major metro daily. Includes portrait, fashion, food product, and editorial illustration. P: ART 375 or JMC 375 or DC.
- ART 378 Photojournalism II: Picture Editing** (3) I, II 1994-95 (Same as JMC 378)
Principles of design for newspapers and magazines with appropriate assignments. Emphasis on the use of photographs. P: ART 375.

- ART 379 Publication Design** (3) I, II, S (Same as JMC 379)
Introduction to typography and page design on the Macintosh Computer.
- ART 381 Computer Illustration** (3) I 1995-96 (Same as JMC 381)
Illustrating editorial and visual ideas using the Macintosh computer and a variety of computer graphic tools. The main program used will be Adobe Photoshop which will enable the students to work with and combine visual elements from photographs and artwork. Color theory, scanning, calibration, halftones, color separating. Photo-CD and the electronic darkroom will be covered with appropriate assignments.
- ART 382 The Internet and World Wide Web Publishing** (3) (Same as JMC 382)
This course provides an introduction to the Internet, as well as develop expertise in producing on line publications on the World Wide Web. Students will gain a competence in html language and graphic image editing programs to create their own web pages.
- ART 383 History and Aesthetics of Photography** (3) I, II
Study of the history of photography: historical, scientific, philosophical foundations; connection with other forms of literary and visual, fine and performing arts; the impact of the photograph on society and media; the ethics of "taking" and "making" a photograph. Survey of the work of acclaimed masters of the medium as well as of the contemporary poets of photographic language.
- ART 384 History of American Architecture** (3) II (Same as AMS 384)
A survey of the most important works of major American architects from the Colonial period to the present. P: So. stdg.
- ART 386 The History and Aesthetics of Latin American Photography** (3) I, II
Examination of the history and aesthetics of photography as a medium of visual expression in the culture of Latin America. Study of the evolution of contemporary Latin American photography from its nineteenth century "colonial" roots through periods of twentieth century revolution and independence to the contemporary post-modern idiom of Latin American image-making. Emphasis on the study of photographic themes that are specific to the Latin American cultural experience: colonialism, revolution and independence, native and tribal society, religion and cult, economic oppression and poverty, politics and self-determination, geography and natural resources, language and architecture.
- ART 390 Sculptural Glass Casting** (3) S
Class will take the student through the processes of creating sculpture in cast glass. The processes covered will be clay sculpture, mold making, casting of glass and the finishing of the glass sculpture.
- ART 391 History and Methods of Art History** (3) II
Intensive reading and discussion in selected topics on the history and methods of art history. Recommended for art history majors. P: ART 219.
- ART 392 Seminar in Art Criticism** (3) OD
Special topics in art criticism. Topics and focus of seminar changes each time the course is offered. P: ART 219.
- ART 395 Summer Art Studio** (1-3) S
Summer studio concentrating on a specific area of studio art not normally offered during the regular year. Area of concentration varies and is announced in the *Summer Bulletin* each year. May be repeated for credit to a limit of nine hours. P or CO: ART 105 for Art majors; none for others.
- ART 397 Summer Art History Seminar** (1-3) S
Summer seminar concentrating on the history and issues of a specific area of art history not normally offered during the regular academic year. The area of concentration varies and is announced in the *Summer Bulletin* each year. May be repeated for credit to a limit of nine hours. P: ART 219 or IC.
- ART 411 Advanced Ceramics I** (3) I, II, S
Designed to promote individual development in the use of materials and processes of the ceramic artist. 6S. P: ART 312.
- ART 412 Advanced Ceramics II** (3) I, II
Continuation of ART 411. 6S. P: ART 411.
- ART 421 Life Drawing III** (3) I, II
Continuation of ART 322. 6S. P: ART 322.

- ART 422 Life Drawing IV** (3) I, II, S
Continuation of ART 421. P: ART 421.
- ART 430 Selected Topics in Ancient Art and Archaeology** (3) OD (Same as CNE 430)
Topical or regional focus in the area of ancient art and/or archaeology. Course will be subtitled in the *Schedule of Courses*.
- ART 431 Painting III** (3) I, II, S
Continuation of ART 332. P: ART 332.
- ART 432 Painting IV** (3) I, II, S
Continuation of ART 431. P: ART 431.
- ART 446 Glass Casting in the Kiln** (3) OD
Students learn how to cast glass sculptures and relief forms with the aid of an electric kiln.
- ART 447 Etching III** (3) I, II
Research into new ways of creating and printing. 6S. P: ART 348. May be repeated to a limit of six hours. P: ART 348.
- ART 448 Etching IV** (3) I, II
Continuation of ART 447. P: ART 447.
- ART 453 Advanced Sculpture Studio I** (3) I, II, S
This course is designed to expand on ART 353. Students can elect to produce a full figure cast or work on a large scale hypothetical commission. P: ART 353.
- ART 454 Advanced Sculpture Studio II** (3) OD
This course is designed to expand on ART 453. Students focus on their own ideas either in metal or other materials. Course goal is to produce a series of artworks based on a theme or subject of choice. P: ART 453.
- ART 465 Contemporary Art** (3) I, AY
Examination of painting and sculpture, since 1945, focusing on Abstract Expressionism, Pop, Op, Minimal, Conceptual, Earth, Photorealism. P: ART 219
- ART 466 The Idea of Rome in the Arts** (3) OD
The art of “The Eternal City”—architecture, urban planning, painting, sculpture, printmaking, photography, literature, poetry, music, and film—which has as its central theme the City of Rome. Course aims to identify the features that characterize Roman art from antiquity to the present and to examine the significance of this art in the context of Roman politics, religion, and history. P: IC.
- ART 467 History of The Art of Spain and Her Colonies** (3) I, II
A comprehensive survey of the major monuments of Spanish art from cave painting to the present, with emphasis on major artists (i.e., Montanes, El Greco, Zurbaran, Velasquez, Goya, Picasso, Rivera, and etc.).
- ART 468 Native American Art** (3) OD
Survey of native American art from the 16th Century to the present with a concentration on the art of the continental United States. Includes Northwest, Southwest, and Plains cultures.
- ART 480 Management of Arts Organizations** (3) I
An overview of management concepts and theories as applied to arts organizations. Development of an understanding of the balance between the individual and the organization, the artist and the organization, and the community and the organization.
- ART 481 Arts Management Internship** (3) II
Placement in area arts organizations on a part-time basis for one semester, witnessing first-hand the nature and business of these organizations. Placement in Omaha area arts organizations such as, the Creighton Art Gallery or Theatre Box Office, Omaha Symphony, Nebraska Shakespeare Festival, or Joslyn Museum. P: ART 480.
- ART 493 Directed Independent Readings** (1-3) I, II
Subject matter and method to be worked out individually. P: 12 hours upper-division Art History/Theory courses; IC. May be repeated to a limit of six hours.
- ART 495 Directed Independent Projects** (1-3) I, II
Directed research and study in Art to meet the individual needs of the student. P: IC. May be repeated to a limit of six hours.

ART 497 Directed Independent Research (1-2) I, II
Research work in student's area of concentration. Permission granted following consultation with supervising instructor and consent of department chairperson. Credit dependent on project. May be repeated to a limit of six hours. P: DC; Sr. stdg; written IC.

ART 499 Senior Thesis (1-3) I, II
Open to all seniors. Required of B.F.A. candidates. After choosing a thesis adviser, the student registers for one credit in the first semester of the Senior year and for two credits in the final semester. P: Sr. stdg.; DC; written IC.

DANCE (DAN)

Dance as a Co-Major: For students who are majoring in another discipline but who wish to co-major in Dance, the Dance concentration requires 21 sem. hrs. including 19 hours in Dance technique courses above the 110 level, including DAN 310 and 311 and 2 hours in performance.

DAN 101 Introduction to the Dance (3) I, II
Development of an appreciation of dance through the inside study of three dance techniques at the beginning level: ballet, modern, and jazz. A richer understanding of this performing art presented through lectures and video tapes and attendance at dance performances with written responses to the concerts.

DAN 110 Dance Workshop I (3) I
Exploration of dance styles: modern dance, classical ballet, character dance, jazz and tap. Development of the techniques necessary to enter into more advanced study in the various styles presented. P: A minimum of one year of previous study (within two years prior to enrolling in DAN 110) in classical ballet or modern dance.

DAN 111 Dance Workshop II (3) II
Continuation of DAN 110. P: DAN 110 or audition.

DAN 121 Basic Modern Dance I (1) I, II
Fundamentals of movement experienced through qualities of space, time, energy and flow; emphasis on technique and improvisation. 2 1/2 S. P: A minimum of one year of previous study (within two years prior to enrolling in DAN 121) in classical ballet or modern dance.

DAN 131 Classical Ballet Studio, Basic I (1) I, II
For the Non-Dance Major. Basic ballet technique in the recognized classic form. Beginning character dance. 2 1/2 S. P: A minimum of one year of previous study (within two years prior to enrolling in DAN 131) in classical ballet or modern dance.

DAN 151 Production Practicum (1-2) I, II (Same as THR 151)
Course is divided into two segments. *Course description for segment one, Technical Crew:* Technical crew work in Creighton theatre and dance productions; may include set construction, properties, sound, lighting. Per credit hour, the course requires three hours of shop work weekly (time to be arranged to fit student's schedule) and working one production as a crew member. *Course description for segment two, Costume Crew:* Costume construction for Creighton theatre and dance productions. Per credit hour, the course requires three hours of costume shop work weekly (time to be arranged to fit student's schedule) and working one production as a wardrobe crew member. This course may be repeated to a limit of eight semester hours.

DAN 153 Stagecraft (3) I (Same as THR 153)
Fundamentals of developing the scenic background for theatrical productions. Introduction to tools and equipment through theory, lecture, and demonstration. 1 R, 3L.

DAN 210 Dance Workshop III (1-4) I
A variety of dance styles — classical ballet, modern and theatre dance. P: DAN 111 or audition.

DAN 211 Dance Workshop IV (1-3) II
Continuation of DAN 210. P: DAN 210 or audition.

DAN 217-218 Theatre Dance I and II (1) I, II (Same as THR 217-218)
Study of dance forms for musical theatre, including tap dance, jazz movement, and ensemble arrangements. P: Two semesters ballet and/or modern DAN; P for DAN 218: DAN 217.

DAN 241 Dance Composition and Theory I (2) I
Improvisation and elements of composition in both the classical and modern traditions. P: IC.

- DAN 242 Dance Composition and Theory II (2) II**
Continuation of DAN 241. Opportunity to practice and develop some skill in the construction of the solo dance. Group improvisation. P: DAN 241 or IC.
- DAN 255 Lighting (3) II** (Same as THR 255)
Fundamentals of electricity, color in light, tools, equipment and practical application of the elements. P: THR 153 or IC.
- DAN 267 Survey of Music History (3) I**
Survey of music historical style from ancient music through the 20th century. Designed for the listener to further enhance musical knowledge and listening skills. Attendance at local rehearsals and performances. No prerequisite required, but it is strongly advised that the student have taken Music Appreciation.
- DAN 283 Summer Session Workshop in Intermediate Dance (1-3) S**
Classical ballet, pointe, modern dance, jazz and character dance technique classes are supported by music for dance. Special classes in the study of the Royal Academy of Dancing (London) syllabus and/or the Imperial Society of Teachers of Dancing will be offered if there is sufficient demand. Guest faculty and workshop emphasis vary from year to year. P: IC.
- DAN 292 Modern Dance Laboratory I (1-2) I, II**
Exploration and development of individual technique in basic modern dance. P: IC; DC. Audition. May be repeated to a limit of three hours.
- DAN 293 Classical Ballet Laboratory I (1-2) I, II**
Exploration and development of individual techniques in basic classical ballet. P: DC; written IC. Audition. May be repeated to a limit of three hours.
- DAN 303 Theory of Teaching Dance to Children I (2) I, II**
Approached through pre-ballet techniques and progressing through the first six grades of the Imperial Society of Teachers of Dancing (London) children's syllabus. P: DAN 211.
- DAN 304 Theory of Teaching Dancing to Children II (2) I, II**
Continuation of DAN 303. Completing the Imperial Society of Teachers of Dancing (London) children's syllabus. P: DAN 303 or IC.
- DAN 310 Dance Workshop V (2-4) I**
Intermediate level study; classical ballet, pointe, modern dance and character dance. P: DAN 211; audition; IC.
- DAN 311 Dance Workshop VI (2-4) II**
Continuation of DAN 310. P: DAN 310 or audition.
- DAN 342 Individual Choreographic Project (2) I, II**
Students are expected to exhibit a high degree of initiative and independence in developing their unique methods, forms, and style of choreography. Project culminates in performance.
- DAN 383 Summer Session Workshop in Advanced Dance I (1-3) S**
Classical ballet, pointe, modern dance, jazz, and character dance technique classes are supported by music for dance. Special classes in the study of the Royal Academy of Dancing (London) syllabus and/or the Imperial Society of Teachers of Dancing will be offered if there is sufficient demand. Guest faculty and workshop emphasis vary from year to year. P: IC or audition.
- DAN 392 Modern Dance Laboratory II (1-2) I, II**
Exploration and development of individual techniques in intermediate modern dance. P: DC; written IC or audition. May be repeated to a limit of four hours.
- DAN 393 Classical Ballet Laboratory II (1-2) I, II**
Exploration and development of individual techniques in intermediate classical ballet. P: DC; written IC or audition. May be repeated to a limit of four hours.
- DAN 395 Directed Independent Study (1-3) I, II**
Course designed to allow the individual student with a particular interest in dance to pursue that interest under faculty direction. P: Jr. stdg.; IC. May be repeated to a limit of 6 hours.
- DAN 398 Performance—Third Year (1) II, S**
(Required of Dance Majors). Student to perform dancing roles during the semester or year, one role to be a solo. One credit represents two semesters of work. Application must be made to the department during the first two weeks of the preceding semester. P: DC.

- DAN 403 Teaching Dance to Children — Practicum I (2) OD**
Supervised teaching to selected children's ballet classes and assigned observation of teaching techniques. P: DAN 303 and 304 or IC.
- DAN 404 Teaching Dance — Practicum II (2) OD**
Supervised teaching of selected dance classes and assigned observation of teaching techniques. P: DAN 303.
- DAN 410 Dance Workshop VII (2-4) I**
Continuation of DAN 311. P: DAN 311; IC or audition.
- DAN 411 Dance Workshop VIII (2-4) II**
Continuation of DAN 410. P: DAN 410 or audition.
- DAN 483 Summer Session Workshop in Advanced Dance II (1-3) S**
Classical ballet, pointe, modern dance, jazz, and character dance technique classes are supported by music for dance. Special classes in the study of the Royal Academy of Dancing (London) syllabus will be offered if there is sufficient demand. Guest faculty and workshop emphasis vary from year to year. P: IC.
- DAN 492 Modern Dance Laboratory III (1-2) I, II**
Exploration and development of individual techniques in advanced modern dance. P: Audition and IC. May be repeated to a limit of four hours.
- DAN 493 Classical Ballet Laboratory III (1-2) I, II**
Exploration and development of the individual techniques in advanced classical ballet. P: Audition and IC. May be repeated to a limit of four hours.
- DAN 498 Performance — Fourth Year (1) II, S**
(Required of Dance Majors). Student required to perform dancing roles in two public dance performances, one dancing role to be a solo. Required of Dance majors. One credit represents two semesters of work. Application must be made to the department during the first two weeks of the preceding semester. P: DC.
- DAN 499 Senior Thesis (3) I, II**
Thesis will consist of a presentation pertaining to the student's career objective. B.F.A. candidates must show a broad use of materials. The B.F.A. student is totally responsible for all aspects of the production under the supervision of a faculty adviser. Application must be made to the department during the first two weeks of the preceding semester. P: DC.

MUSIC (MUS)

Bachelor of Arts (B.A.) with a Specialization in Music

A degree program consisting of 43 semester hours in Music. Nineteen semester hours to include MUS 204, 206, 221, 222, 305, 306, 321, 415, 498. Applied Music instruction, all in the same section, to be taken as follows: four semester hours of MUS 235, two semester hours of MUS 335, and two semester hours of MUS 435. Eight semester hours of participation in a performance ensemble are required. An additional four semester hours in each skill area of piano and voice are required, unless competency is established through examination.

Music as a Co-Major

For students who are majoring in another discipline but wish to co-major in Music, the Music concentration requires 21 semester hours of Music courses including MUS 204/206, or 305/306; MUS 221; two semester hours of ensemble participation, and three semester hours each of applied voice and applied piano. The six remaining hours are music electives.

- MUS 104 Elementary School Music (3) I**
Principles of theory, history and appreciation of music essential to a basic understanding of elementary-school music practices and procedures for classroom teachers. P: EDU DC.
- MUS 135 Beginning Class Piano (1) I, II**
Beginning piano lessons in a group setting. The piano lab is equipped with four electronic pianos with full sized keyboards No prerequisite is necessary. There is a special fee of \$120 for this class.
- MUS 136 Beginning Class Guitar (1) I, II**
Beginning lessons on guitar in a small group setting. No prerequisites. Weekly 1 hour lessons. Special fee is charged. Student must have own guitar. There is a special fee of \$120 for this class.

- MUS 204 Comprehensive Musicianship: Baroque (3) I**
An integrated approach to the development of musical skills and knowledge through theory and history. Foundation for study provided by music of the 17th and 18th centuries.
- MUS 206 Comprehensive Musicianship: Classical (3) II**
An integrated approach to the development of musical skills and knowledge through theory and history. Foundation for study provided by music of the 18th and early 19th centuries. P: MUS 204.
- MUS 208 Jazz Ensemble I (1) I, II**
An ensemble dedicated to study and performance in the jazz idiom. Auditions with director by appointment. May be repeated to a limit of three hours for credit.
- MUS 209 Gospel Choir I (1) I, II**
An exploration into the genre of gospel music, one which is filled with personal testimony and rich traditions. The non-auditioned choir is open to anyone interested in developing their musical skills through this medium. May be repeated to a limit of three hours for credit.
- MUS 212 University Chorus I (1) I, II**
Major choral performing organization singing public performances of the best of major choral works as well as all types of choral literature. No prerequisite. No audition necessary. May be repeated to a limit of three hours for credit.
- MUS 216 Pep Band I, II**
Pep Band is a non-auditioned band that performs at home athletic events and other campus ceremonies. Additionally, the Pep Band and/or ensembles from the Pep Band will present concerts at least once per semester. Music selected for these concerts will be chosen from a variety of musical styles, and be representative of wind ensemble and/or chamber music literature.
- MUS 218 Wind Ensemble I (1) I, II**
A symphonic wind ensemble, dedicated to study and performance of the finest concert music for winds and percussion. No prerequisite. Audition with director by appointment. May be repeated to a limit of three hours for credit.
- MUS 219 Javanese Gamelan I (1) I, II**
Exploration of Indonesian music and culture through the genre of Javanese court gamelan: an ensemble primarily comprised of pitched percussion instruments. May be repeated to a limit of 3 hours for credit. P: IC.
- MUS 220 University Orchestra I (1) I, II**
A string orchestra dedicated to study and performance of the finest concert literature. Audition with director by appointment. Wind and percussion instruments audition as needed. May be repeated to a limit of 3 hours for credit.
- MUS 221 Ear Training and Sight Singing I (1) II**
Development of the student's proficiency in fundamental skills of musicianship, including melodic and rhythmic dictation, the singing of melodies at sight, and basic eurhythmic techniques. Provides the music student with the tools to identify, both aurally and cognitively, the basic tonal and rhythmic elements of music. P: IC.
- MUS 222 Ear Training and Sight Singing II (1) I**
Second course in the three semester sequence. P: MUS 221.
- MUS 232 Fundamentals of Music (3)**
Instruction in music reading (if needed), scale writing, harmonization, and analysis of musical form.
- MUS 235 Applied Music I (1) I, II**
Individual lessons in strings (violin, viola, cello, bass), winds (flute/piccolo, oboe, clarinet, bassoon, saxophone, horn, trumpet, trombone, euphonium, tuba), percussion, guitar, harp, piano, pipe organ and voice. May be repeated to a limit of four hours. No prerequisite. Special fee is charged. Juried examination at the end of each semester.
- MUS 271 Voice Class (3) I, II, S (Same as THR 271)**
The techniques of singing, including voice placement, tone production, breathing, and English diction. Individual attainment in a class setting will be emphasized. No prerequisite required. May be repeated for credit to a limit of six hours.

- MUS 273 Music Appreciation (3) I, II**
Designed to give the student a background in the language of music and listening skills for the perception of music. Class attendance at local performances and rehearsals.
- MUS 305 Comprehensive Musicianship: 19th and 20th Centuries (3) I**
An integrated approach to the development of musical skills and knowledge through theory and history. Foundation for study provided by music of the 19th and 20th centuries.
- MUS 306 Comprehensive Musicianship: Antiquity, Middle Ages and Renaissance (3) II**
An integrated approach to the development of musical skills and knowledge through theory and history. Foundation for study provided by music from antiquity through the Renaissance. P: MUS 305.
- MUS 308 Jazz Ensemble II (1) I, II**
Continuation of MUS 208. May be repeated to a limit of five hours for credit. P: Three credit hours of MUS 208.
- MUS 309 Gospel Choir II (1) I, II**
Continuation of MUS 209. May be repeated to a limit of five hours for credit. P: Three credit hours of MUS 209.
- MUS 312 University Chorus II (1) I, II,**
Continuation of MUS 212. May be repeated to a limit of four hours. P: Three credit hours of MUS 212.
- MUS 313 Chamber Choir (1) I, II**
An ensemble of advanced singers performing works written especially for the smaller choir. Performance of music of all historical periods suitable for this type of choir. By audition only. May be repeated to a limit of eight hours.
- MUS 318 Wind Ensemble II (1) I, II**
May be repeated to a limit of five semester hours. P: 3 credit hours of MUS 218.
- MUS 319 Javanese Gamelan II (1) I, II**
Continuation of MUS 219. May be repeated to a limit of five hours for credit. P: 3 credit hours of MUS 219.
- MUS 320 University Orchestra II (1) I, II**
Continuation of MUS 220. May be repeated to a limit of five hours for credit. P: 3 credit hours of MUS 320.
- MUS 321 Ear Training and Sight Singing III (1) II**
Third course in the three semester sequence. P: MUS 222.
- MUS 335 Applied Music II (1) I, II**
Continuation of MUS 235. May be repeated to a limit of two hours. P: 4 semesters of MUS 235.
- MUS 375 Music of the World's Peoples (3) I, II**
A global survey of various music-cultures outside the tradition of Western European Art Music. Exploration of music functions within different societies through various activities, including music performance.
- MUS 381 Accompanying (3) I**
Introduction to the principles of keyboard accompanying. Includes, under faculty supervision, accompanying for appropriate departmental ensembles and applied instruction.
- MUS 415 Conducting (3)**
Basic rudiments, posture, stance, conducting patterns, attacks and releases, musical styles, and rehearsal/score preparation for both instrumental and choral conducting. P: MUS 221, 222, 321
- MUS 435 Applied Music III (1) I, II**
Continuation of MUS 335. P: 2 semesters of MUS 335.
- MUS 495 Independent Research Project (1-3) I, II**
Directed research and study in music to meet the individual needs of the student. May be repeated to a limit of 6 hours. P: 1C, DC.

MUS 498 Senior Recital (1) I, II

Preparation and presentation of solo literature in the music major's area of performance concentration. Taken one semester, concurrently with MUS 435. P: Sr. stdg.; Music Majors only, IC. CO: MUS 435.

THEATRE (THR)

Fields of Concentration

Bachelor of Arts (B.A.) with a Specialization in Theatre: A degree program consisting of 39 semester hours in Theatre and related performing arts. Twelve semester hours of basic Performing Arts to include four semester hours in dance technique courses (placement level determined by Dance faculty), (four semester hours in Music or eight semester hours of Art), three semester hours in Theatre (THR 151). Twenty-one semester hours of Theatre Core to include THR 121, 131, 153, 231, 255 or THR 254, 341, 465, 466. An additional six semester hours to be taken in Theatre courses, 300 level or above, as approved by Theatre Advisor.

Bachelor of Fine Arts (B.F.A.) with a Specialization in Theatre: A degree program consisting of 60 semester hours in Theatre and related performing arts. Twelve semester hours of basic Performing Arts to include four semester hours in dance technique courses (placement level determined by Dance faculty), (four semester hours in Music or eight semester hours of Art), three semester hours in Theatre (non-specific) plus THR 151. Twenty-one semester hours of Theatre Core to include THR 121, 131, 153, 231, 255 or 254, 341, 465, 466. Twenty-seven hours remain: THR 214, 331, 332 or 333, 499; eleven elective semester hours in THR, DAN and/or MUS, 300 level or above, as approved by Theatre Advisor; two additional semester hour each in DAN and MUS.

Theatre as a Co-Major

For students who are majoring in another discipline but who wish to co-major in Theatre, the Theatre concentration requires 21 sem. hrs. of Theatre courses including Theatre 131, 153, 231, or 254, 341, and 465 or 466. The two remaining courses are elective, 300-level or above.

THR 121 Oral Interpretation of Literature (3) I, AY

Study of prose, poetry and drama, including analysis and preparation for performance before an audience. Selections are to be acted, interpreted, and produced.

THR 131 Beginning Acting (3) I, II

Stage deportment, pantomime, voice, and methods of character development. Includes performance of scenes in laboratory sessions. Students encouraged to try out for roles in University Theatre productions. No previous acting experience required. Required of all THR majors.

THR 151 Production Practicum (1-2) I, II (Same as DAN 151)

Course is divided into two segments. *Course description for segment one, Technical Crew:* Technical crew work in Creighton theatre and dance productions; may include set construction, properties, sound, lighting. Per credit hour, course requires three hours of shop work weekly (time to be arranged to fit student's schedule) and working one production as a crew member. *Course description for segment two, Costume Crew:* Costume construction for Creighton theatre and dance productions. Per credit hour, the course requires three hours of costume shop work weekly (time to be arranged to fit student's schedule) and working one production as a wardrobe crew member. This course may be repeated to a limit of eight semester hours.

THR 153 Stagecraft (3) I (Same as DAN 153)

Fundamentals of developing the scenic background for theatrical productions. Introduction to tools and equipment through theory, lecture, and demonstration. 1 R, 3 L. Required of all Theatre majors.

THR 161 Theatre Appreciation (3) I or II, AY

Investigation of the nature of the theatrical experience and the ways in which the other arts contribute to the composite art of theatre. Includes attendance at theatrical productions.

THR 214 Performing Arts Workshops (3) II

Special studies in the performing arts; content varies from semester to semester and could include such areas as make-up, introduction to costuming, business techniques for the performer (resumes, contracts, agents, tax law), special movement techniques, etc. Topics to be announced each semester in the Schedule of Courses. May be repeated to a limit of six hours.

- THR 217-218 Theatre Dance I and II** (1) I, II (Same as DAN 217-218)
Study of dance forms for musical theatre, including tap dance, jazz movement, and ensemble arrangements. P: Two semesters ballet or modern DAN.
- THR 231 Intermediate Acting** (3) I
Emphasis on ensemble acting. Physical exercise and scene study. P: THR 131 or IC. Required of all theatre majors.
- THR 254 Introduction to Design for Performing Arts** (3) OD
Materials and methods course. Practical applications. Principles and elements of design, visual communication, rendering techniques with application to scenic, lighting, and costume design.
- THR 255 Lighting** (3) II (Same as DAN 255)
Fundamentals of electricity, color in light, tools, equipment and practical application of the elements. Lecture and laboratory. Required of all theatre majors.
- THR 271 Voice Class** (3) I, II, S (Same as MUS 271)
The techniques of singing, including voice placement, tone production, breathing, and English diction. Individual attainment in a class setting will be emphasized. No prerequisite required. May be repeated for credit to a limit of six hours.
- THR 295 Special Projects** (1-6) I, II
For the non-Theatre major. Requires a University sponsor and written DC and IC.
- THR 323 Classical Greek Drama** (3) I 1994-95 (Same as CLC 323)
Selected works of Greek Tragedians. The influence of Greek drama on English literature and on modern drama.
- THR 331 Acting Styles** (3) II, AY
Study of styles of acting from historical periods, Greek to modern, including individual projects in characterization. P: THR 131 and 231 or IC.
- THR 332 Actors' Lab** (3) II, AY
Special studies in acting technique. Content varies from semester to semester and could include pantomime, or voice and dialects, or Shakespearean acting, or acting for children's theatre. Topics to be announced in the Schedule of Courses. This course may be repeated to a limit of nine semester hours. P: THR 131 & 231 or IC.
- THR 333 Improvisational Theatre** (3) I or II AY
Training to develop the student's creativity and spontaneity. Ensemble creation of theatre performance pieces. P: THR 131 or IC.
- THR 341 Play Direction** (3) I
Theory and practice of play direction utilizing lecture, outside reading, discussion and experimentation with production of scenes in class. Course necessary for any production of plays in the one-act festival; also recommended for secondary teachers who may be required to produce plays. Required of all Theatre majors, P: THR 131, 153 or IC.
- THR 350 Advanced Stagecraft** (3) OD
Introduction and uses of new materials in stagecraft, mechanical and perspective drawing, scene painting, special effects and problems in advanced technical application. Lecture and laboratory. P: THR 153.
- THR 351 Scene Design** (3) OD
Principles of scenic art through practical application of the elements. Required of Theatre majors with a concentration in Technical Theatre. P: THR 153 or 254 or IC.
- THR 353 Advanced Stage Lighting and Design** (3) OD
Study of advanced lighting techniques including dimmers, projections, special effects, planning, analysis and development of a light plot. P: THR 255 or IC.
- THR 357 Costume Design** (3) OD
Principles of costume design, color, rendering techniques and dramatic analysis. P: IC.
- THR 434 Workshop in Shakespearean Production** (3) S(OD)
Practical experience in various aspects of Shakespearean production in conjunction with the Nebraska Shakespeare Festival. Casting by open audition. Students not in the cast will be given an assignment in stagecraft, publicity, or house management. P: IC.

- THR 441 Advanced Play Direction** (3) I, AY
Advanced problems in play direction and comparative study of the methods and achievements of major modern directors. Students will direct a one-act play or comparable project for public performance. P: THR 341 or IC.
- THR 461 American Theatre History** (3) OD
Development of theatre in the United States from the colonial period to the present. Consideration of all aspects of theatre, playwriting, architecture, set design, acting and directing. Readings assigned in plays representative of professional theatre in each era.
- THR 465 Theatre History (5th Century, B.C.-1700)** (3) I 1994-95 AY
Introduction to the study of theatre history aids application for theatre artists. Includes awareness of patterns of history and the relationship between theatre and society. Origins of theatre: Greek and Roman theatre; theatre in the Middle Ages; the Italian, English, Spanish, and French theatre up to 1700. Required of Theatre Majors. P: THR 131 or IC.
- THR 466 World Theatre History (1700-Present)** (3) II, AY
Continuation of THR 465. Required of Theatre majors. P: THR 465 or IC.
- THR 495 Directed Independent Study** (1-3) I, II
Directed study in theatre to meet the individual needs of the student. No more than six hours of Theatre 495 may be taken for credit toward a degree. P: Jr. stdg.; 6 hours 200-level theatre courses; IC. May be repeated to a limit of six hours.
- THR 499 Senior Thesis** (3) I, II
Students are expected to initiate and develop a project in one of the following areas: acting, directing, design or research. Application must be made to the thesis adviser and the department within the first two weeks of preceding semester. Required for B.F.A. with theatre concentration. P: Sr. stdg.; written IC; DC.

ARTS MANAGEMENT (AMG)

Advisors: Associate Professor Aikin and Assistant Professor Klem (Fine and Performing Arts); Wirth (Journalism); Wells (Marketing/Management)

A degree program consisting of 42 hours of inter-college curricula. The Business Core consists of twelve hours include ACC 201, MGT 301, MGT 363, and MKT 319. The Communication Studies and Journalism Core includes COM 360, and JMC 323. The Arts Core requires eighteen hours including ART 219, 480, 481, and nine hours of ART, MUS, or THR electives.

GRAPHIC DESIGN (GDE)

The Graphic Design major combines existing courses in Visual Arts, Journalism, and Business to offer a coherent major to students interested in careers which demand visual and computer literacy, journalistic skills, some business acumen, and design capability. Students graduating with a Graphic Design degree could expect to enter careers in computer software, electronic media, publishing, visual design, text editing, and advertising. The core of this program is three computer design and web design courses currently cross-listed in Art and Journalism: Publication Design, Computer Illustration, and Web Page Design, supported by several other existing courses in art, journalism, and business. The program advisor is Father Don Doll of the Department of Fine and Performing Arts, supported by Professor Eileen Wirth and Assistant Professor Joel Davies in Journalism. This new major takes advantage of existing courses and facilities, including the new computer laboratory in the Lied Center.

A degree program consisting of 40 hours of inter-college curricula. The Business Core includes ECO 203, MKT 319, and MKT 353. The Visual Arts Core includes ART 105, 219, 153, and ART 271 or JMC/ART 375. The Journalism Core includes JMC 111, 213, 219 and 331 or 333. The Computer Design Courses include JMC/ART 379, 381, and 382. JMC/ART 499 is not required but is recommended.

Support Courses: There are no required support courses. Recommended are support courses from Art History, Studio Art, Computer Science (CSC Desktop Publishing), History, and/or English.

FRENCH *See Department of Modern Languages and Literatures*

FRESHMAN SEMINAR (FRS)

See page 86 for further details.

Directors: *Assistant Dean* Walsh—College of Arts and Sciences; *Associate Dean* Stockhausen, S.J.—College of Business Administration; *Assistant Professor* Nilsson—School of Nursing.

FRS 111 Freshman Seminar For Arts and Sciences Students (1) I

FRS 112 Freshman Seminar For Business Administration Students (0) I

Freshman Seminar is a semester-long course which meets at least once a week to explore the nature of life in the University setting, specific areas within each school or college, and survival skills for the academic arena. It facilitates student/faculty interaction and involves in-depth personal and academic advising, as well as an introduction to the variety of Creighton curricular and extracurricular opportunities.

FRS 120 Becoming a Master Student (2) II

Open to all Freshmen. Designed to provide comprehensive college level study skills that apply to academic and career success. Strategies and techniques presented and integrated with the exploration of motivation and goal setting. P: Dean's Office placement.

Nursing Students—see NUR 115, Seminar in Professional Nursing on page 271.

FRS 211 Freshman Seminar Leadership for Arts and Sciences Students (1) I

FRS 212 Freshman Seminar Leadership for Business Administration Students (1) I

Following a month of training in the prior spring semester, the student Freshman Seminar leader assists a faculty adviser in the direction of a Freshman Seminar Section. The student leader joins with the faculty adviser in socializing new freshmen to the academic environment through mentoring, modeling, and problem-solving. P: Approval of Program Director.

Nursing Students—see NUR 218, Freshman Leadership Seminar for Nursing Students on page 271.

GERMAN See *Department of Modern Languages and Literatures*

GREEK See *Department of Classical and Near Eastern Studies*

HEALTH ADMINISTRATION AND POLICY (HAP)

An interdisciplinary program. Acting Coordinator: *Assistant Professor* Crawford.

The Field of Concentration

Completion of all of the following: HAP 200, HAP/SOC 215, HAP 310, HAP 315, HAP/PLS 334, ACC 201, MGT 301 or COM 314, PLS 331, SOC 312, HAP 485

Two courses covering distinctly different management topics from among the following: COM 320, 360, 370, COM/HAP 390, COM 464; MGT 351, 353 361, 363, 383. Other courses may be acceptable with the consent of the program director.

Two HAP Courses numbered between 400 and 440.

One ethics course from: HAP/PHL/THL/SRP 457 or HPE 311.

Supporting Electives: Because of the interdisciplinary nature of the program, no additional supporting course credits are required. Students may consult with the program director to identify other electives that may support their educational goals. ECO 203 and COM 152 are recommended as a portion of the student's general education program.

HAP 200 Introduction to Health Care Administration (3) II

An introduction to managerial and administrative issues in health care. Administrative components of the health care system and an overview of major topics such as human resource administration, information management, budgeting and financing, planning and health organization strategy, government regulation, and insurance issues.

HAP 215 Sociology of Health Care (3) I (Same as SOC 215)

Study of the relationship between society and health-care systems. The sociology of health care organization, including patient-practitioner relationships, concepts of health and disease, health-care personnel, and systems of delivery. P: So. stdg.

- HAP 310 Health Finance and Budgeting (3) AY**
Financial and budgetary concepts as applied in the management of health care organizations. Topics include sources of funding, cost and rate setting, third party payment issues, general questions of internal control, financial planning, and use of various financial instruments. P: HAP 200
- HAP 315 Law and Health Systems (3) AY**
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
- HAP 317 Global Health Issues (3) II (Same as ANT 317, SOC 317)**
This course will examine the social production of health and disease from a global perspective. Related to these issues, is the topic of health and well being in developing countries. P: So. stdg.
- HAP 334 Public Policy and Health Care (3) II (Same as PLS 334)**
Review of government policies and programs as they affect health care in the United States and other countries. Various systems of health insurance, the private medical market, government provision of health services, development and evolution of managed care systems, current U.S. national programs and of reform possibilities. Comparative analysis of non-US systems (Canada, U.K. Germany). Issues of cost, equity and quality are themes throughout. P: PLS 121 or So. stdg.
- HAP 390 Health Communications (3) AY (same as COM 390)**
This course investigates research theories and permits students to demonstrate practical applications of communication within health care situations. The course emphasizes understanding communication variables such as verbal, non-verbal, conflict, listening, and self disclosures in health care contexts. The course also examines issues of ethics and relationships between health care providers, patients, and families.
- HAP 410 Seminar in Health Administration (3) AY**
Selected advanced topics in health administration. May be repeated as long as the topic differs.
- HAP 420 Seminar in Health Policy (3) AY**
Selected advanced topics in health policy. May be repeated as long as topic differs.
- HAP 457 Biomedical Ethics: Philosophical and Theological Approaches (3) OD (same as PHL 457; SRP 457; THL 457)**
An exploration of relations between philosophical and theological conceptions of ethics and moral methodologies, together with an application of the latter to select issues in biomedicine and health care policy. P: THL 250 or PHL 250, Sr. stdg.
- HAP 485 Internship in Health Administration and Policy (1-6) I, II, S**
Students works as entry-level administrative professionals in organizations involved in health care delivery, administration, or policy-making. May be repeated to a maximum of six hours of credit. P: Jr. stdg., 2.5 QPA; consent of internship director.
- HAP 493 Directed Independent Readings (1-3) I, II, S**
A student initiated program of readings undertaken with a faculty member in the Health Administration and Policy Program. May be repeated to a maximum of six hours. P: DC.
- HAP 497 Directed Independent Research (3-6) I, II, S**
A student initiated research project undertaken with the supervision of a faculty member in the Health Administration and Policy Program. May be repeated to a maximum of six hours. P: DC.

CREIGHTON CENTER FOR HEALTH POLICY AND ETHICS (HPE)

Professor Purlito (Chair); Professors Haddad and Pinch; Associate Professors McQuillan and Welie; Adjunct Assistant Instructor Darby.

HPE 311 Health Care Ethics (3) II

Inquiry and exploration into the problems of modern health care using ethical theories and reflection to articulate a range of possible solutions. P: Jr. stdg.

HEBREW* See Department of Classical and Near Eastern Studies** ***HISTORY (HIS)

Professor LeBeau (Chair); Professors R. Horning and Morrison; Associate Professors Dugan, J. Hoffman, Mihelich, Super, and Welch; Assistant Professors Calvert, Elliot-Meisel and Otsubo; Adjunct Professor Sherrard.

History Requirements

Arts and Sciences students will follow the requirements of the CORE curriculum described on pages 93-97. Specific requirements for Nursing are listed on pages 126-133. Specific requirements for Business Administration are listed on pages 113-125.

The Fields of Concentration

- A. *History Major:* History 101 and one other 100-level history course. Thirty semester hours of 300-level courses or above in history, including History 300, 311, 312, 400 and 500. While the student may concentrate in any area of history, he/she is encouraged to take a minimum of six hours of non-United States history. The total number of lower-division and upper-division courses required for a major is 36 hours.

Supporting Courses: A program of at least 12 semester hours of course work arranged with and approved by the student's advisor must be taken in one or more of the other departments of the College of Arts and Sciences.

- B. *History Major with Specialization in International Relations:* History 101 and one other 100-level history course. Thirty hours of upper-division history courses including History 300, 311, 312, 400, 500, and a minimum of 15 hours selected from History 319, 347, 351, 371, 375, 388, 417, 484, 489, 540, 547, 548, 562, 563, 565, 566, and 577. The total of lower-division and upper-division history courses is 36 hours.

Supporting Courses: Twelve hours of upper-division course work selected from a prescribed list of courses from other related departments worked out in consultation with the student's advisor.

- C. *History as a Co-major:* For students majoring in another discipline who wish to co-major in history, the history requirements are History 101 and one other 100-level history course, and 18 hours of 200-level to 500-level history courses. The total of lower-division and upper-division history courses for a co-major is 24 hours. The history co-major should work with a faculty member of the Department of History in planning a program of history electives.

Note: Knowledge of a modern foreign language is strongly recommended for all history majors. Those majors specializing in International Relations or preparing for graduate school should go beyond the Creighton College requirement for graduation in their principal foreign language and/or begin a second language.

HIS 101 The Modern Western World (3) I, II, S

A survey of the evolution of the Western societies of Europe and North America from the 15th century to the present.

HIS 103 The Asian World (3) I, II

A survey of developments in Asian societies from the 15th century to the present, emphasizing in particular East Asia, South Asia, and Southeast Asia. P: HIS 101 or HIS 105.

HIS 104 The Latin American World (3) I, II

A survey of the development of Latin America, its culture and society, its politics and economics, from the first permanent contact with Europe in the 15th century through the

entrenchment of Spanish colonial rule, the struggle for independence and viable nation-states, to the present problems and potential of a Third World existence. P: HIS 101 or HIS 105.

- HIS 106 The African World (3) I, II (Same as AFS 106, BKS 106)**
A survey of developments in Africa from the 15th century to the present emphasizing the decline and reemergence of African independence, the creation of the African diaspora, and developments in the post-colonial period. P: HIS 101 or HIS 105.
- HIS 107 The Middle Eastern World (3) I, II**
A survey of developments in the Middle East from the rise of Islam to the present through an examination of the region's peoples, religious, social, and political institutions and encounter with the West. P: HIS 101 or HIS 105.
- HIS 300 Historiography (3) I**
Study of the history of writing history — the concepts, contributions, and controversies of outstanding historians of the past and present who have developed this central branch of knowledge. Concentration on a specific field within history, as selected by the instructor. Required of all history majors. P: So. stdg.
- HIS 302 American Studies Seminar: The American Character (3) AY (Same as AMS 302, ANT 302)**
Comprehensive study of the values, attitudes, and characteristic behaviors of the American people. How and why are Americans different from others? What is the national character? What historical forces have formed this character? P: So. stdg.
- HIS 303 American Studies Seminar: The American People (3) II AY (Same as AMS 303)**
Comprehensive study of the various ethnic and social groups that compose the American people. Study of Native American groups and the various immigrants, and how they have interacted culturally and biologically to produce a new people. P: So. stdg.
- HIS 304 History of Greece and Rome (3) I (Same as CNE 304)**
Historical survey of the Mediterranean region in the Hellenic and Roman periods. The Greek city-state, Hellenistic kingdoms, the Roman Republic and Empire. Political, economic, and cultural institutions.
- HIS 311 United States History to 1877 (3) I**
Surveys the growth and development of institutions from their European origins through the end of Reconstruction. Emphasis is placed on the ideas and processes that created those institutions, as well as on the degree to which they were uniquely American. Serves as the basis for advanced work in United States history. P: So. stdg.
- HIS 312 United States History Since 1877 (3) II**
Survey of the growth and development of United States institutions from the end of Reconstruction to the present day. Emphasis is placed on ideas, processes, and causation, and the emergence of the United States as a world power. Serves as the basis for advanced work in United States history. P: So. stdg.
- HIS 316 In Search of God and Self: Renaissance and Reformation Thought (3) AY**
A study of ideas, views, and values of the Renaissance and Reformation eras. Topics for examination include the doctrine of Renaissance humanism, the origins of *Realpolitik*, the role of scientific thought in culture and society, religious questions in the face of schism and their resolutions, and the "modernity" of the fourteenth century. P: So. stdg.
- HIS 317 Inside Hitler's Germany — A Study of Nazi Tyranny (3) AY**
Study of the rise and consolidation of tyranny in a modern Western society. Readings, discussions, and lectures on the conditions that led to Hitler's rise to power; the personalities and policies that characterized the Nazi regime; the public and private choices required of people living in Nazi Germany; and the impact of Nazi terror and war on individuals and groups of people. P: So. stdg.
- HIS 319 Eastern Europe 1918-1989: Revolutions in Historical Perspective (3) I, AY**
A study of historical trends and events that have shaped contemporary Eastern Europe. The course will focus on developments in the region since 1918 with emphasis on Poland, Czechoslovakia, Hungary, and Yugoslavia. Impact of rivalries among European powers before 1938 and the Soviet Union and the Western powers since 1945, as well as nationalism and ethnic conflicts. Major issues explored include the creation of ethnic states, the failure of democracy, Communist rule and Soviet domination, "the lure of the West," and recent "democratic" revolutions. P: So. stdg.

- HIS 320 World War II in Europe: Triumph over Tyranny** (3) II 1994-95
An examination of the personalities, policies and events involved in the defeat of Hitler's Reich. The course will focus on the major phases of the Second World War in Europe, from the early victories of Hitler's forces to the Anglo-American landings in Normandy and the final surrender of the German Army. Examination of such issues as the political goals and military strategies of the combatant governments; conflicts and rivalries among leading personalities; the conduct of the fighting forces; the role of air power, of military intelligence, of material and human resources; and the contribution of the "home front" to Allied victory and Nazi defeat. P: So. stdg.
- HIS 321 Tudor and Stuart England** (3) I, AY
Political, economic, religious, and intellectual developments in England, 1485-1714. Topics include Henry VIII and the English Reformation; the Elizabethan Age; Exploration and Imperial Expansion; the rise of Puritanism; the English Civil War; the Restoration Era; and the "Glorious Revolution". P: So. stdg.
- HIS 341 Introduction to Jewish History** (3) AY
Presentation and examination of Jewish history from biblical to modern times with emphasis on social, political, cultural, and religious contexts and interactions.
- HIS 345 Change and Revolution in the Modern Middle East** (3) I 1995-96
An examination of social, economic, and political change in the Arab Middle East in the twentieth century. Topics include Arab nationalism and the struggle against Western domination, the rise of authoritarian regimes in Egypt, Iraq, and Syria, the challenge of Islamic fundamentalism, and the prospects for democratic reform in the region. P: So. stdg.
- HIS 347 The Arab-Israeli Conflict: Struggle for the Holy Land** (3) II 1994-95
An examination of the Arab-Israeli conflict from the emergence of political Zionism in the late 19th century to the Palestinian uprising of the late 1980's. Topics will include the origins and consequences of the British mandate for Palestine; the development of Israeli social and political institutions; the rise of Palestinian national consciousness; the impact of outside powers on the conflict; and prospects for a lasting resolution. P: So. stdg.
- HIS 348 Muhammad and the Rise of Islam** (3) OD (Same as CNE 348)
The course examines the emergence and flowering of Islamic civilization from the time of the prophet, Muhammad, until the sack of Baghdad by the Mongols in 1258. Topics include Muhammad's prophetic mission, the Arab Kingdom of Damascus, the rise of the Abbasids, and the classical civilization of the High Caliphate. P: So. stdg.
- HIS 350 Archaeology of Syria-Palestine** (3) OD (Same as ART/CNE/THL 350)
A chronological survey of the archaeology of Syria-Palestine in which material culture provides a window on the history of society, economy, and religion from the Neolithic to Hellenistic times. Special topics include the emergence of farming and pastoral societies, the formation and dissolution of Bronze Age city-states, and the rise and fall Iron Age kingdoms such as Israel, Moab, and Edom. P: So. Stdg.
- HIS 351 Comparative American Character** (3) AY (Same as AMS 351)
Study of political and social values projected by contemporary societies of the United States, Canada, and Latin America; how and why they differ from each other; is there a common "American" value system? P: So. stdg.
- HIS 352 Hollywood and American History** (3) OD
Oliver Stone's films on the Vietnam War and on American presidents are only the latest in a long line of motion pictures in which "Hollywood" combined mass entertainment with controversial historical interpretation. This seminar will compare historical events to their fictionalized film versions. P: So. stdg.
- HIS 354 Constitutional History of the United States to 1877** (3) II, AY
Analyzes the impact of historical events on the theory, writing, and evolution of the Constitution. Colonial and Revolutionary background; the Constitutional Convention; development and interpretation of the Constitution from the Federalist era through the Civil War and Reconstruction. P: So. stdg.
- HIS 355 Constitutional History of the United States Since 1877** (3) II
Continuation of HIS 354. HIS 354 is not a prerequisite to HIS 355. Analysis of the impact of historical events on the Constitution. Constitutional interpretation in late 19th century; the Progressive era; World War I, the 1920's; the New Deal; World War II and the Cold War; civil liberties and civil rights; the Warren, Burger, and Rehnquist Courts; the Presidency since World War II; contemporary Constitutional issues. P: So. stdg.

- HIS 357 Religion in American Society to 1865** (3) I, AY
The influence of religion on American cultural, intellectual, social, and institutional development. The role of religion in the discovery, exploration, and settlement of the continent as well as the birth and growth of the nation. Includes colonial attitudes toward and practices of religious freedom; denominationalism; the American sense of errand and mission; 18th century revivalism and its role in the American Revolution; 19th century revivalism and the settlement of the frontier; pietism; millennialism; and the impact of the Civil War on major American churches. P: So. stdg.
- HIS 358 Religion in American Society from 1865 to the Present** (3) II
Continuation of HIS 357. HIS 357 is not a prerequisite to HIS 358. The influence of religion on American cultural, intellectual, special, and political development. The responses to urban growth and industrialization; the development of the Social Gospel; nativism and its impact on American religion; crusading Protestants—or the role of missionaries; the rise of Neo-Orthodoxy; revivalism in modern America; religion in American life in economic depression, in war, in prosperity, in social turmoil; unbelief in America; and the new religions in America. P: So. stdg.
- HIS 359 The City in United States History** (3) OD (Same as AMS 359)
This course examines the development of urban areas in the United States during the 19th and 20th centuries. Of particular concern are the elements of urban architecture, economics, politics, demographics, and violence. To go beyond the generalizations of the assigned readings, the city of Omaha will be used as a laboratory for investigating these themes in a specific setting. P: So. stdg.
- HIS 367 The Afro-American Experience** (3) AY (Same as BKS 367)
Slavery, emancipation, “separate but equal”, and the drive for full equality. P: So. stdg.
- HIS 371 Mexico and the Mexican Revolution** (3) AY
The first true social revolution in Latin America considered in its historical background, its violent eruption, its sweeping changes and its contemporary direction. P: So. stdg.
- HIS 372 Equality, Minorities, and Public Policy** (3) II AY (Same as AMS 372, BKS 372, PLS 372)
Incorporates continuing discourses between a historian and a political scientist. Exploration of the political processes whereby minorities have influenced the formulation and implementation of policy and governmental responses to demands for equal treatment. P: So. stdg.
- HIS 375 The United States and Latin America** (3) I AY
The “special relationship” between the United States and the nations of Latin America, from the foundations of the Monroe Doctrine and Manifest Destiny to U.S. hemispheric hegemony, the Alliance for Progress, and benign neglect. Special emphasis on current inter-American issues and developments. P: So. stdg.
- HIS 384 Black History Through Literature** (3) OD (Same as BKS 384)
History of Americans of African descent as found in journals, novels, and “studies.” P: So. stdg.
- HIS 388 Origins of Modern Africa** (3) AY (Same as AFS/BKS 388)
Examination of the European impact on Africans and their institutions. P: So. stdg.
- HIS 390 Biography as History** (3) I OD
Studies of the lives of individuals who made significant impacts on their age and the world. Course will be subtitled in the Schedule of Courses. P: So. stdg.
- HIS 393 War and Society in the Modern World** (3) II
Survey of twentieth century American military history, Examination of the relationships among the military establishments, the wars and the societies that fostered them in order to understand the nature of war, how it has changed through time, and its impact on historical development. P: So. stdg.
- HIS 395 Selected Topics** (3) OD
Topical approach to select problems in history as chosen by the department. Course will be subtitled in the Schedule of Courses. P: So. stdg.
- HIS 400 Research Methods in History** (3) I
A seminar aimed at introducing the student to the skills involved in researching historical topics. Emphasis on the process of historical writing, including research methods and tools,

the use of historical evidence, and the technical aspects of paper writing. Required of all history majors. P: So. stdg.

- HIS 407 The Early Middle Ages (3) I, II**
Western Europe, A.D. 300-1050. Topics include the barbarian migrations, the christianization of Europe, Charlemagne and the "First Europe," fragmentation of the Carolingian empire, western relations with Byzantium and Islam, the origins of feudalism and manorialism, and the rise of the Normans. P: So. stdg.
- HIS 408 The High and Late Middle Ages (3) II**
Includes the origins of the nation-state, the Church, conflicts between the Church and secular states, medieval heresies, chivalric society and culture, universities and scholasticism, the Black Death, the commercial revolution, and the Hundred Years War. P: So. stdg.
- HIS 409 The Crusades: A Mirror of Medieval Society (3) I**
A study of the Crusading movement and its impact upon medieval society. Topics will include the political and religious background of the First Crusade; establishment of the Crusader States; popular participation in the Crusades; and economic results of the conflicts between Christians and Moslems. P: So. stdg.
- HIS 411 Europe 1350-1500: The Dawn of a New Age (3) I**
The late 14th and early 15th centuries was a time of decay in Western Europe. Depression, war, rebellion, political anarchy, religious heresy, and epidemic disease — all seemed to spell doom for Western society. Out of it came an unparalleled rebirth of European cultural, economic, and political systems known to historians as the "Renaissance." This course follows Europe's 14th century disasters and its 15th century recovery. P: So. stdg.
- HIS 412 European Society, Religion, and Statecraft, 1500-1648 (3) II**
Europe during the years of the Protestant Reformation, the Catholic Counter-Reformation, and the Thirty Years War. A period of the emergence and growth of new religions and the reform of Catholicism, violent social upheaval, enormous economic expansion, international dynastic rivalry, and internal competition for sovereignty in Europe and the British Isles. P: So. stdg.
- HIS 413 Absolutism, Reason, and Revolt, 1648-1789 (3) AY**
Examination of the growing bureaucracy, intense political rivalry, rapid socio-economic change, and revolutionary cultural developments in Britain and the European states in the century and a half between the end of the Thirty Years War and the beginning of the French Revolution. P: So. stdg.
- HIS 415 19th Century Europe (3) II**
The theme of this course is the transformation of Europe from the old regimes—torn by revolution—to modern, urban-industrial societies of the contemporary age. The focus will be on general trends and significant particulars in politics, in economic and social developments, and in cultural and intellectual life. The course will examine topics like: the postrevolutionary triumph of reaction and the rise of modern conservatism; the economic and social consequences of the first and second industrial revolutions; the spread of the culture of materialism; the triumph of political liberalism; and Europe's fin de siècle. P: So. stdg.
- HIS 417 Europe Since 1919 (3) I AY**
Europe in the throes of change. A civilization caught up in a rapid succession of wars, revolutions, economic and social crises — and ultimate renewal under radically altered domestic and world conditions. Along with high politics and diplomacy, world wars, Communist and Fascist revolutions, the course focuses on everyday preoccupations of ordinary people and the increasing significance of their aspirations and values in Europe since 1945. P: So. stdg.
- HIS 420 Selected Topics in Ancient History (3) OD (Same as CNE 420)**
Topical approach to select problems or special periods in ancient history. Course will be subtitled in the Schedule of Courses. P: So. stdg.
- HIS 431 Mathematical History, Philosophy and Ethics (3) AY (Same as MTH 431, SRP 431)**
An examination of mathematics and mathematical ideas and their relation to philosophical and ethical views from the ancient Babylonians and Pythagoreans to the present. Special attention will be given to non-Western mathematics, ethnomathematics, twentieth-century game theory, encryption, and ethical issues facing the mathematician and society in the past and today. The course assumes no mathematical background beyond the Core E requirements. P: Sr. Stgd.

- HIS 432 Russia to Alexander I (3) I**
The Kievan State, Christianity, The Mongols, Rise of Moscow, Serfdom, Ivan The Great and Ivan The Terrible, Time of Troubles, First Romanovs, Razin Rebellion, Peter The Great, From Peter to Catherine The Great, Catherine The Great, Seven Years War, Pugachev Rebellion, Russian Literature, Alexander I, 1801-1825, The Napoleonic Invasion, The Decembrist Revolution. P: So. stdg.
- HIS 449 The Formative Years of the United States (3) AY**
Considers the Age of Exploration and the European discovery and America; the European colonization of North America; and the cultural, economic, political, and social development of the thirteen colonies which became the United States of America up to 1763, Emphasis on the transformation of Europeans into provincial Americans.
- HIS 450 The Birth of a Nation: The Era of the American Revolution (3) AY**
Considers the movement for independence and the struggle to establish and secure the new nation between 1763-1789, Emphasis is placed on factors which drove the colonists toward independence, the representation of their grievances and political philosophy in the Declaration of Independence, and the events surrounding the writing and adoption of the Constitution. P: So. stdg.
- HIS 451 The Rise of Nationalism and Sectionalism in the United States (3) AY**
Explores implementation of the Constitution, creation of the Bill of Rights, formation of the first political parties, and roles of key figures such as George Washington, John Adams, Thomas Jefferson, and Andrew Jackson in the period between 1789 and 1850. Also considered are the democratization process, reform movements, nationalism, slavery, and that sectionalism which led to the Civil War. P: So. stdg.
- HIS 452 Civil War and Reconstruction (3) AY**
Development of the controversies resulting in the Civil War. The War. Political and economic reconstruction after the war. P: So. stdg.
- HIS 453 The Gilded Age in the United States (3) AY**
An examination into the transformation of the United States, 1877-1901. Course uses the "politics of dead center" as an organizing principle. Emphasis is placed on urbanization, industrialization, and immigration. P: So. stdg.
- HIS 454 The Progressive Era in the United States, 1901-1920 (3) AY**
The United States at the beginning of its imperial age. Topics include the Age of Big Business; protest and reform; the United States and the First World War; the Red Scare. P: So. stdg.
- HIS 455 The Republican Ascendancy: The United States 1920-1933 (3) I, AY**
The cultural, economic, political, and social dimensions of the "Roaring Twenties"; the rise of isolationism; the stock market crash of 1929; the coming of the Great Depression. P: So. stdg.
- HIS 456 The Era of Franklin D. Roosevelt (3) OD**
The economic, social, and political impacts of the Great Depression; reforms of the New Deal; from isolationism to participation in World War II. P: So. stdg.
- HIS 457 Happy Days? The United States 1945-1960 (3) OD**
A course on the social, economic, cultural, and political developments of the postwar era that will place in historical perspective the interpretation provided by the popular television program. Topics include the emergence of the Cold War, Truman and the Fair Deal, McCarthyism, the Eisenhower era, and the civil rights crusade. P: So. stdg.
- HIS 458 The Sixties (3) OD**
A course on the social, economic, cultural, and political developments in the United States between 1960-1974. Topics include JFK and the New Frontier, LBJ and the Great Society, the Nixon presidency and Watergate, the war in Vietnam and the Movement, and the counterculture. P: So. stdg.
- HIS 459 Contemporary United States History (3) OD**
A course on recent social, economic, cultural, and political events in the United States, 1974-present. Topics include the malaise of the 70s, the Reagan Revolutions, the end of the Cold War, and issues of the 90s in historical perspective. P: So. stdg.
- HIS 460 The History of Women in the United States (3) OD (Same as AMS 460)**
The economic, social, and political status of women in the United States from colonial times to the present. Concentration on four major topics: the family, the work place, the community,

and the feminists movements. An integral part is the examination of the traditional roles of women in society as well as changes in those roles. P: So. stdg.

- HIS 462 The Land in the American Experience (3)** (Same as AMS, EVS, 462)
This course serves as an introduction to American environmental history, whereby students will gain a better appreciation of the problems of modern human interaction with the environment. P: So. stdg.
- HIS 464 Women, Marriage, and Family in East Asian Society (3) II**
Focus on the role and status of women in China and Japan since the 16th century, emphasizing how, why and by whom womanhood has been defined and redefined over time. P: So. stdg.
- HIS 466 Popular Culture in Traditional China and Japan (3) I 1994-95**
Survey of religions, philosophies, arts, theatres and sciences of both China and Japan. Course designed to provide students with an understanding of the traditional customs, assessing their unique thoughts and systems of values. Specific emphasis placed on how these customs have been practiced in both societies. Films, slides, discussions and collateral readings will provide the particular interest of the class. P: So. stdg.
- HIS 467 Modern China (3) I 1995-96**
Course investigates how China has attempted to build a modern state in the face of its decline as the leading nation in East Asia during the nineteenth century. Central themes are the impact of Western civilization on China and the Chinese response to it as well as the search for a new identity in both the PRC and the ROC. P. So. stdg.
- HIS 468 Modern Japan (3) AY**
Few topics captivate historians more than Japan's remarkably rapid and "successful" transformation from an isolated agrarian society to a modern world power. In the past 130 years, that small archipelago on Asia's eastern fringe experienced political, economic, diplomatic, socio-cultural as well as intellectual change on a scale unprecedented in human history. This course pays particular attention to the ways in which ordinary people's lives were affected (or unaffected) by the forces that underlay national change. P: Soph. stdg.
- HIS 474 Heroes in Latin American History (3) OD**
From Cortes to Castro, the development of government, society, and economy in Latin America as seen through the lives of its heroes and villains, its reformers and revolutionaries — the men and women who exemplified the cult of the personality as a primary force in shaping Latin American history. P: So. stdg.
- HIS 478 Jerusalem in History (3)**
Analyzes the Jewish, Christian, and Islamic histories of Jerusalem from biblical times until the present. Examines the ways each faith has made its claim upon the holy city. Topics include the Davidic city and the Temple of Solomon, the Byzantine interlude, the coming of Islam and the Dome of the Rock, the Crusades, and the place of Jerusalem in modern Jewish and Palestinian nationalisms. P: So. stdg.
- HIS 482 Race in America: Idea and Reality (3) OD** (Same as AMS/BKS/PLS/SRP 482)
An examination of the idea and reality of race during key phases of U.S. history, with an emphasis on the contemporary situation. To understand the multiple meanings and experiences of race, the course draws on sources from science, literature, law, and philosophy. P: Sr. Stdg.
- HIS 484 Nationalist Movements in Colonial Africa (3) II** (Same as AFS/BKS 484)
Case studies of the development and course of selected nationalist movements in European-ruled Africa. P: So. stdg.
- HIS 485 Society and Belief Systems in Africa (3) II** (Same as AFS/BKS 485)
Examination of the social institutions of black Africa; the roles and meaning of the "tribe", ethnicity and the family. P: So. stdg.
- HIS 487 History of West Africa (3) OD** (Same as AFS/BKS 487)
History of Africa south of the Sahara and west of the Cameroons Highlands, African cultural traditions, contact with Islam and the West, the State building, the European invasions, the colonial period, and reemergent states. P: So. stdg.
- HIS 489 Southern Africa: The Politics of Race (3) OD** (Same as AFS/BKS 489)
Examination of the historical development of the social and political structures of modern Southern Africa. Primary focus on South Africa, Rhodesia-Zimbabwe, and Namibia. Analysis of the place of "race" in national policies. Includes apartheid, black nationalism,

decolonization, guided democracy, and the interrelationship between economic developments and the social and political systems. P: So. stdg.

- HIS 493 Directed Independent Readings (1-3) I, II, S**
May be repeated to a limit of six hours. P: DC.
- HIS 494 Tutorial in History (1) OD**
Research paper demonstrating the ability for historical inquiry and writing on a topic of student and faculty agreement. Resulting paper to be presented to a gathering of students and the history faculty or at a historical conference. P: Sr. HIS major; DC.
- HIS 497 Directed Independent Research (1-3) OD**
May be repeated to a limit of six hours. P: DC.
- HIS 500 Senior Seminar (3) II**
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) OD (Same as CNE/THL 524)**
An examination and reconstruction of the history of ancient Israel from biblical and other ancient near eastern literary texts, and from archaeological and epigraphic materials.
- HIS 533 Late Tsarist Russia (3) AY**
Autocracy and serfdom; political, social, and literary movements of 19th century from Catherine the Great to the revolutions of 1917. Topics include Napoleon's invasion of Russia; Decembrist Revolution; Era of Nicholas I; Crimean War; Russian intelligentsia; Alexander II and the Great Reforms; Revolution of 1905; World War I; and the Revolutions of 1917. P: So. stdg.
- HIS 535 Russian History Through Literature and Art (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 540 Contemporary International Relations (3) II**
The historical foundations of contemporary international relations: includes international politics, international law, and case studies drawn from the Russia, India, China, Japan, Canada, Ireland, Bosnia, Kosova, and the Middle East. P: So. stdg.
- HIS 543 History of Scotland (3) OD**
An examination of Scottish history from clan rivalries in the Highlands to relations with the English, Norse, and French. Personalities include MacBeth; William Wallace; Robert the Bruce; John Knox; Mary, Queen of Scots; Rob Roy; Bonnie Prince Charlie; Robert Burns; Sir Walter Scott, and others. P: So. stdg.
- HIS 544 Seek the Fair Land: The History of Ireland (3) AY**
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) OD**
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) OD**
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) OD**
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 History: 1905 to the Present (3) I, AY**
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 East-

ern Europe, Asia, and the United States; internal political, economic, and literary movements from Khrushchev and Brezhnev through Gorbachev and Yeltsin. P: So. stdg.

- HIS 562 Foreign Relations of the United States, 1898-1945 (3) I, AY**
Analysis of the domestic and international forces that confronted the United States between 1898 and 1945, and how these forces shaped American foreign policy from the Spanish-American War through World War II. P: So. stdg.
- HIS 563 Foreign Relations of the United States Since 1945 (3) II, AY**
Continuation of HIS 562. HIS 562 is not prerequisite for HIS 563. Analysis of the origins of the Cold War; development of the “containment” policy and the alliance system of the United States under Truman and Eisenhower; foreign policies of the Kennedy-Johnson administrations; the Nixon-Kissinger policy of “detente”; the Ford, Carter, Reagan, Bush, and Clinton administrations. P: So. stdg.
- HIS 565 The United States and Canada: The Siamese Twins of North America (3) I 1994-95**
A phrase coined in the 1940s, are Canada and the United States still “the Siamese Twins of North America who cannot separate and live”? The U.S. and Canada are each other’s greatest trading partner, are jointly responsible for continental security, and are fiercely committed to their own independence. But the U.S.A. invaded Canada three times, called itself the “Army of Occupation” during World War II, and “lost” draft-dodgers to Canada during the Vietnam War. In an age of regional trading blocs and continental integration, explore the relationship between these neighbors that share the world’s longest undefended border. P: So. stdg.
- HIS 566 United States and the Middle East Since World War II (3) AY**
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. P: So. stdg.
- HIS 570 History of Canada (3) OD**
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. P: So. stdg.
- HIS 577 Cuba Under Castro (3) OD**
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. P: So. stdg.
- HIS 583 Introduction to Historic Preservation (3) II, AY**
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) I, II, S**
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. P: HIS major; Jr. stdg.; DC.
- HIS 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. P: So. stdg.
- HIS 595 Special Problems in History (3) I, II, S**
Course will be subtitled in the Schedule of Courses. May be repeated to a limit of six hours.

Graduate-level courses (600-700-series courses, open only to graduate students) offered by the Department of History are listed in the Graduate School issue of the *Creighton University Bulletin*.

HONORS PROGRAM (HRS)

Associate Professor Welch (Director).

The Honors Program is open to students in the Creighton College of Arts and Sciences, College of Business Administration, School of Nursing, and School of Pharmacy and Allied Health Professions. It is designed to provide highly motivated students with opportunities to broaden and enrich their academic program. The curriculum of the program is oriented toward the classics, and the central issues, themes, and questions in the humanities. Qualified students are invited to apply prior to coming to Creighton; those accepted into the program register for honors sections of the core curriculum during their first two years, for specially designed honors seminars during their junior and senior year, and work on honors projects in their major fields during their senior year. Entrance into the Program is also available to students with a year of collegiate experience. To graduate in the Honors Program a student must accumulate a minimum of twenty-four credits in honors courses, including at least two honors seminars, and complete a senior honors research project. Successful completion of the Honors Program is noted on the student's permanent academic record and transcripts.

- HRS 101 Honors Christianity in Context** (3) (See THL 101)
- HRS 103 Honors Introduction to Politics** (3) (Same as PLS 103)
- HRS 109 Honors Critical and Historical Introduction to Philosophy** (3) (Same as PHL 109)
- HRS 122 Honors World Literature I** (3) (Same as CNE/ENG 122)
- HRS 123 Honors World Literature II** (3) (Same as ENG 123)
- HRS 153 Honors Principles of Communication Competence** (3) (Same as COM 153)
- HRS 211H Honors General Physics I** (4) (Same as PHY 211H)
- HRS 212H Honors General Physics II** (4) (Same as PHY 212H)
- HRS 215 Honors Reading the Old Testament** (3) (Same as THL 215)
- HRS 219 Honors Synoptic Gospels** (3) (Same as THL 219)
- HRS 252 Honors Advanced Composition** (3) (Same as ENG 252)
- HRS 253 Honors Philosophical Foundations for Ethical Understanding** (3) (Same as PHL 253)
- HRS 323 Honors God and Persons: Philosophical Reflections** (3) (Same as PHL 323)
- HRS 331 Honors Seminar in Social Science** (3) OD
- HRS 401 Honors Thematic Seminar** (3) I 1997 and OD
Interdisciplinary study of selected topic. Course will be subtitled in the Schedule of Courses.
- HRS 402 Honors History Seminar** (3) II 1998 and OD
Topical approach to select problems in history. Course will be subtitled in the Schedule of Courses.
- HRS 403 Honors Philosophy Seminar I** (3) OD (Same as PHL 403)
Topical approach to select problems in philosophy. Course will be subtitled in the Schedule of Courses.
- HRS 404 Honors Fine Arts Seminar** (3) I 1996 and OD
Study of a selected topic relating to the Fine and Performing Arts. Course will be subtitled in the Schedule of Courses.
- HRS 405 Honors Political Science Seminar** (3) II 1997 and OD
Topical approach to select problems in Political Science. Course will be subtitled in the Schedule of Courses.
- HRS 410 Honors Seminar in the Natural Sciences** (3) OD
Selected advanced topic in the Natural Sciences. Courses will be subtitled in the Schedule of Courses.
- HRS 493 Directed Independent Study** (3) OD
A course of study in a particular area of interest with a faculty member cooperating with the Honors Program. Limit of three hours. May not be undertaken in the same semester as HRS 497.
- HRS 497 Directed Independent Research** (3) I, II
Course undertaken in the department of one's major. Students may not register for this course until research has been approved by the departmental research director. Students may enroll in this course in the spring semester of the senior year.

INTERDISCIPLINARY COURSES (IDC)

IDC 461 Third World Culture and Health Care (2 or 4) S

Eight-week course offered in the Dominican Republic, running mid-June through the first week of August, in the study and practice of interdisciplinary assessment, planning, implementation, and evaluation of health-care delivery in the Institute for Latin American Concern (ILAC) Summer Program. Major focus is on the team approach to episodic health-care problems. This unique experience affords the student the opportunity to actively participate in the triage of health-care problems, health assessment, collaboration and diagnosis, explanation of treatment, and education in a Third World country under the direction of faculty. Students in the School of Pharmacy and Allied Health Professions register for four semester hours. Students in the School of Nursing register for two semester hours. Students apply and interview with ILAC before November 1 prior to that Summer Program.

IDC 491 Women in Science (1) II

Course designed to provide an historical overview of women in science while focusing on current practices. Discussion will emphasize barriers that women have faced in the past and strategies for coping, presently, in what is no longer a "man's field." Class meets once a week.

INTERNATIONAL RELATIONS (INR) See *Department of History or Political Science.*

JAPANESE See *Department of Modern Languages and Literatures*

JESUIT HUMANITIES PROGRAM (JHP)

Assistant Professor Fitzgibbons (Director).

This program offers intensive courses in liberal arts disciplines for young Jesuits studying to be brothers or priests.

JHP 481-482 Humanities Seminar SJ I and II (1) 1998-2000

Weekly sessions with a Jesuit mentor devote attention to communication skills and the relationships among humanistic disciplines. Each course may be repeated to a limit of two hours per year. P: Permission of the Director of the Jesuit Humanities Program.

JHP 483-484 Jesuit Seminar I and II (1) 1998-2000

Interdisciplinary integrating seminar prepares Jesuits to proclaim the Gospel. Each course may be repeated to a limit of two hours per year. P: Permission of the Director of the Jesuit Humanities Program.

JOURNALISM AND MASS COMMUNICATION (JMC)

Associate Professor Wirth (Chair); Assistant Professors Davies, Hough, Maciejewski, and Zuegner.

Field of Concentration: Journalism and Mass Communication

JMC Core Requirements (Required for all majors): JMC 111, 213, 219, 335, 379, 382, 529.

Concentration major: Journalism

News Sequence: Print: JMC 321, 331, 375, and 477.

Broadcast: JMC 321, 329, 333, 423, and 477.

Public Relations Sequence: JMC 323, 331, 339, 341, and one of the following – JMC 321, 361, or 375.

Advertising Sequence: JMC 313, 327, 331, 433.

Visual Communications Sequence: JMC 375, 381, and 423.

Public Relations Certificate for University College: Minimum of twenty-four semester hours including JMC 219, 323 or 313, 331, 339, 341 or 433, 379; and JMC 483 (six hours).

Note: In each sequence, the 300-level courses and above are to be selected according to the aims of the student after consultation with his or her major adviser.

Supporting courses: Twelve semester hours (300-level or above) in courses (approved by the major adviser) in one or more departments.

- JMC 111 Introduction to Mass Communication (2) I, II**
Survey of the broad aspects of modern mass communication; examination of the role of the mass media—newspapers, magazines, broadcasting, cable, cinema, public relations, advertising. CO: JMC 213.
- JMC 213 Writing Practicum (2) I, II**
Review of fundamentals of writing, grammar, spelling, punctuation and syntax. May be waived by passing English language skills test. (Offered in conjunction with JMC 111). CO: JMC 111.
- JMC 219 News Reporting (3) I, II, S**
The nature of news; news values and forms; gathering and writing news; newspaper techniques and their adaptation to other media; problems and issues in news reporting. 2 R, 2 L. P: JMC 111 and 213.
- JMC 221 Principles of the Electronic Media (3) I**
Background and organization of the electronic media in the United States. Social, political, economic effects; cable; commercial and public broadcasting; audience measurement; other nations' systems. 2R, 2L. P: JMC 111 and 213 or So. stdg.
- JMC 223 Basic Communication Design for TV (3) II**
Fundamental techniques for communicating with television. Operation of studio equipment in actual production exercises. 2R, 2L. P: JMC 111 and 213 or So. stdg.
- JMC 313 Principles of Advertising (3) I**
Principles and media of advertising. Evaluation of advertising in society and in business.
- JMC 321 Public Affairs Reporting (3) II**
Covering government agencies, with special emphasis on documents, data collection and analysis. Researching and writing in-depth articles. 2R, 2L. P: JMC 219.
- JMC 323 Principles of Public Relations (3) I, S**
The function of public relations in contemporary communications and business; methods of disseminating information and persuasion by businesses and social organizations. P: So. stdg.
- JMC 327 Advertising Design I (3) I (Same as ART 327)**
Computerized design of advertising materials. P: JMC 313.
- JMC 329 Writing and Announcing for the Electronic Media (3) I**
Elements of sound and visual communications for the electronic media. Students write and announce with emphasis on writing and vocal styles. 3R.
- JMC 331 Editing (3) I, II**
Fundamentals of copy editing and headline writing. P: JMC 219.
- JMC 333 News Writing for the Electronic Media (3) II**
An examination of the elements of radio and television news, including the methods by which news is assembled, written and reported in broadcasting and cable, with a focus on differences in writing style between the electronic and print media. 2R, 2L. P: JMC 219.
- JMC 335 History of American Mass Media (3) I**
An historical survey of the mass media in America; the forerunners of the newspaper; the partisan press; the penny press; contemporary newspapers; development of broadcasting and cable; current trends in the electronic and print media.
- JMC 337 Public Opinion and Propaganda (3) I**
The nature and measurement of public opinion; techniques for influencing public opinion; propaganda, its nature and techniques.
- JMC 339 Case Studies in Public Relations (3) I**
Study of how problems in public relations have been handled by business, government and social welfare groups, and how attempted solutions to such problems have succeeded or failed. P: JMC 323.
- JMC 341 Public Relations Writing (3) II, S**
An in-depth examination of media relations, including press releases, sight and sound, photos, professional journals, press conferences and press briefings, special events and crisis situations. P: JMC 323, or IC.

- JMC 345 Broadcast-Cable Programming (3) II 1994-95 AY**
Programming for broadcast stations and networks as well as cable. Program structure in relation to audience, markets, coverage, policies, and facilities. Building, selling, and promoting program ideas. 3R. P: JMC 221.
- JMC 361 Technical Public Relations Writing (3) I**
Approaches to writing about science and technology for general audiences. Instruction in the principal forms that professionals are customarily expected to master. P: JMC 219 or IC.
- JMC 365 International Mass Communications (3) II**
An examination of the operation of the mass media throughout the world—what they are like, how they operate, what impact they have on people and what policies are and could be used by the various countries to develop or regulate them. The countries studied will reflect areas of special contemporary interest.
- JMC 375 Photojournalism I (3) I, II (Same as ART 375)**
An introduction to photography as a means of reporting news. Basic steps and techniques in still photography; darkroom developing and printing procedures. Elements of news photo display.
- JMC 377 Editorial Illustration (3) II (Same as ART 377)**
A studio-lighting course with classes and assignments structured to the type of assignment a working photojournalist receives at a major metro daily. Includes portrait, fashion, food product, and editorial illustration. P: JMC 375.
- JMC 378 Photojournalism II: Picture Editing (3) I, II (Same as ART 378)**
Principles of design for newspapers and magazines with appropriate assignments. Emphasis on the use of photographs. P: JMC 375.
- JMC 379 Publication Design (3) I, II (Same as ART 379)**
Introduction to typography and page design on the Macintosh computer.
- JMC 381 Computer Illustration (3) I, II (Same as ART 381)**
Illustrating editorial and visual ideas using the Macintosh computer and a variety of computer graphic tools. The main program used will be Adobe Photoshop which will enable the students to work with and combine visual elements from photographs and artwork. Color theory, scanning, calibration, halftones, color separating. Photo-CD and the electronic darkroom will be covered with appropriate assignments. P: JMC 379.
- JMC 382 The Internet and World Wide Web Publishing (3) I, II (Same as ART 382)**
This course provides an introduction to the Internet, as well as develop expertise in producing on line publications on the World Wide Web. Students will gain a competence in html language and graphic image editing programs to create their own web pages. P: JMC 379.
- JMC 423 Multimedia Design I (3) II**
An introduction to interactive media aesthetics and concerns. Techniques in designing multimedia for the web and CD-ROM distribution using Macromedia Flash.
- JMC 433 Advertising Media Writing (3) II**
Techniques in writing advertising copy for all media. Practical media writing assignments. P: JMC 313.
- JMC 435 The Television Audience (3) I 1996-97, AY**
Detailed examination of the character of the contemporary American television audience, its interaction with the medium, and the methods used to gauge and evaluate that interaction. Course will examine the considerable literature emanating from the social-behavioral sciences, so it should be of interest not only to Journalism-Broadcasting students but to students in the social sciences. P: JMC 221.
- JMC 441 Advanced Broadcast Program Design (3) I**
Thorough study of broadcast communication for the producer-director. Emphasis on student-produced projects of an advanced nature. 2 R, 2 L.
- JMC 442 Methods and Content of Teaching Journalism (3) OD (Same as EDU 442)**
Basic methods of teaching journalism and techniques of directing school publications. P: DC.
- JMC 455 Projects in Communication (1-3) I, II, S**
Approved projects in any of the mass media. May be repeated until a maximum of six credit hours have been accrued. No more than 12 semester hours of credit may be accrued in any combination of JMC 455, 481, 483, 485, 487, and 493. P: DC.

- JMC 465 Advanced News Writing for the Electronic Media** (2) I 1996-97, AY
Applied news techniques; practical experience in assembling, writing and reporting news for television. Practicum through JMC 467 as the corequisite. P: JMC 223, 333; CO: JMC 467.
- JMC 467 Broadcast News Production** (2) I 1996-97, AY
Team approach to production of television newscasts; individual and rotating assignments. (Offered in conjunction with JMC 465.) P: JMC 223, 333; CO: JMC 465.
- JMC 475 The Broadcast Documentary** (3) II, AY
History and theory of documentary-making, with practical experience in production of a short documentary. 2R, 2L.
- JMC 477 Advanced Newspaper Production** (1-3) I, II
Production of stories, photos and advertisements for The Creightonian. May be repeated for up to six credit hours. IR. P: JMC 219.
- JMC 479 Graphic Design Internship** (1-3) I, II, S
Students will gain professional experience in graphic design through working in supervised graphic design jobs.
- JMC 481 Broadcast Internship** (1-3) I, II, S
Placement in a radio, television or cable facility on a part-time basis for one semester (or in a comparable period during the summer or interterm periods on either a full- or part-time basis) to learn particular problems and functions of broadcasting or cable and how they are dealt with by the sponsoring organization. If taken for less than three credit hours, may be repeated until a maximum of three credit hours have been accrued. No more than 12 semester hours of credit may be accrued in any combination of JMC 455, 481, 483 and 493. P: JMC 219, 221, 223; DC.
- JMC 483 Public Relations Internship** (3) I, II, S
Placement in a public relations department or agency on a part-time basis for one semester or during an interterm period on a full-time basis, to learn how particular problems in public relations are handled and the methods used by that department or agency to communicate with its various publics. May be repeated. No more than 12 semester hours of credit may be accrued in any combination of JMC 455, 481, 483, 485, 487 and 493. DC.
- JMC 485 News Internship** (1-3) I, II, S
Placement in news medium or agency on a part-time basis for one semester (or appropriate period during summer or interterm periods on either a full- or part-time basis) to gain practical experience in the procedures and functions of news gathering and editing and how they are conducted by the sponsor. No more than 12 semester hours of credit may be accrued in any combination of JMC 455, 481, 483, 485, 487 and 493. P: JMC 219; DC.
- JMC 487 Advertising Internship** (1-3) I, II, S
Placement in a communications medium or agency on a part-time basis for one semester to gain practical experience in the procedures and functions of planning, preparing, placing and selling advertising messages and materials. May be repeated. No more than 12 semester hours of credit may be accrued in any combination of JMC 455, 481, 483, 485, 487 and 493. P: JMC 313; DC.
- JMC 489 Social Images of Cultural Minorities** (3) II (Same as SOC/SRP 489)
This course examines media images of various cultural minority groups and contrasts them with the images presented to students on field trips. Students are required to do independent field work and write about their observations. P: Sr. stdg.
- JMC 491 Senior Seminar in Mass Communications** (3) S
Individual and team research projects and evaluation. Outcomes assessment for all department majors. P: Sr. stdg.
- JMC 493 Directed Independent Readings** (1-3) S (OD)
May be repeated until a maximum of six credit hours has been accrued. No more than 12 credit hours may be accrued in any combination of JMC 455, 481, 483, 485, 487, and 493. P: DC.
- JMC 529 Law of Mass Communication** (3) I, II
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.
- JMC 565 Hypermedia in the Classroom** (3) II 1995-96, S 1995 (Same as COM 565, EDU 565)
Introduction to hypermedia and its uses in teaching and learning. A review of linear and branched instruction, microworlds, interactive videodiscs, CD-ROM, graphics, Xap Shot,

and design of computer-based learning. Course may be repeated to a maximum of six semester hours. P: IC.

- JMC 566 Introduction to Computer Based Learning** (3) OD (Same as EDU 566)
Course designed to acquaint the student with research findings in the area of computer based learning and to explore the principles of effective use of computers in classrooms. Introduction to Hypercard as a vehicle for creating effective computer based learning environments.
- JMC 572 Introduction to Desktop Video with Hyperstudio** (3) (Same as COM 572, EDU 572)
A multimedia workshop designed especially for teachers and students with focus on "hands on" experiences in preparing them to become effective communicators with this new style of expressions and information. Production experiences will include working with digitized video, Quicktake camera, animation, sound graphic objects, text and Quicktime movies.
- JMC 573 Production of Instructional Videotapes** (3) S (Same as EDU 573)
Workshop designed especially for teachers wanting concentrated "hands on" work in the basic skills of television production. Individuals will learn to produce and shoot instructional programs on the VHS 1/2" format. Emphasis on "hands on" usage of equipment, supplemented by lectures regarding aesthetic and technical production principles.

JUSTICE AND PEACE STUDIES (JPS)

Lecturer Bergman (Program Director).

The Justice and Peace Studies Program offers a 24-credit-hour multidisciplinary Co-major and a 15-credit-hour Certificate in the College of Arts and Sciences. Students must first declare a Major before enrolling as a JPS co-major. Four courses are specified for both tracks: THL/JPS 250 (satisfies the Core A ethics requirement), THL/JPS 360 (or DR 351), THL/JPS 365, and THL/JPS 565. A JPS-approved Senior Perspective (Core A) is also required. Co-majors also take two courses teaching skills of social analysis (consult the Director), and a final elective or independent study integrating the student's major with JPS issues and perspectives or investigating a single topic in depth. A major in Justice and Society is offered in collaboration with the Department of Sociology and Anthropology (See Justice and Society). A major in Ministry with a concentration in Social Ministry is offered in collaboration with the Department of Theology (See Theology). **All JPS courses are open to all students (with the necessary prerequisites or the instructor's consent) whether or not they are JPS co-majors.**

- JPS 250 Theological Foundations for Ethical Understanding** (3) I, II (Same as THL 250)
Study of traditional and contemporary frameworks for determining moral values and making moral decisions in a Christian context. The application of moral understandings to contemporary moral and social problems. First required course in the JPS co-major but open to all students. P: One 100-level THL course; So. stgd. or IC.
- JPS 360 Social Justice in Theory and Practice** (3 or 4) I, II, PS (Same as THL 360)
Inquiry into the sources of social injustices and remedies for them as seen from a Christian perspective. Campus Course Description: Augmented by 40 hours of volunteer community service in poor areas of Omaha or through ILAC participation in the Dominican Republic the previous summer (consult the instructor). Offered for 4 credits in the First Semester. Travel Course Description: Augmented by a "hands-on" laboratory in Labelle, Florida, working with migrant farm laborers and their families. Offered for 3 credits in the Pre-Session. Required of JPS co-majors; open to other students. P: JPS/THL 250 or IC; Jr. stgd.
- JPS 365 Faith and Moral Development** (1; may be repeated for a maximum of 3 credits) I, II (Same as THL 365)
A series of three one-credit-hour mini-seminars taken over three consecutive semesters. Each seminar will examine a theory of faith or moral development and a biography of a social activist such as Dorothy Day or Martin Luther King, Jr. Required of JPS co-majors; each semester is open to other students as space permits. P: JPS/PHL/THL 250 and Jr. stgd.
- JPS 444 Non-Violence and Peaceful Resolution of Conflict: Cross-Cultural and Political Perspectives** (3) OD (Same as ANT/PLS/SRP 444)
Peace is more than the absence of war and both peace and war (or violence, in general) are socio-political contracts. This Senior Perspective seeks to understand how peoples differ in how they envision and enact peace, violence, war, non-violence, and peaceful resolution of conflict. Students will assess their own views on alternatives to violence and modes of conflict resolution by comparing different cultures, political practices, and times. P: Sr. stgd.; JPS/THL 250 or PHL 250.

- JPS 495 Directed Independent Study** (1-4) OD
P: DC. May be repeated to a limit of 6 hours.
- JPS 498 Pastoral Synthesis** (3) OD (Same as THL 498)
Integrating project synthesizing a personal pastoral experience under faculty direction.
- JPS 565 Catholic Social Teaching** (3) OD (Same as THL 565)
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. P: Two previous THL courses; Jr. stdg.

JUSTICE AND SOCIETY (JAS)

Lecturer Bergman (Coordinator)

Major in Justice and Society

The major in Justice and Society combines requirements for the co-majors in Sociology and Anthropology and in Justice and Peace studies with support from other departments. All JAS courses are cross-listed from other departments and programs. Consult those listings for course descriptions. The JAS major, which may be completed with an Anthropology specialization, requires forty-three credit hours to include 9 credit hours of Core requirements; a minimum of 19 credit hours of SOC/ANT; a minimum of 9 credit hours of JPS; and a minimum of 6 credit hours outside of ANT/SOC and JPS.

Core Requirements (9 credit hours): SOC 101 or ANT 111; JPS/THL 250 or PHL 250; and one of the following SRP courses: SRP/SWK 422; ENG/PHL/SRP 435; ANT/JPS/PLS/SRP 444; EVS/SOC/SRP 455; or AMS/BKS/HIS/PHL/PLS/SRP 482.

Sociology: 10 credit hours to include SOC 301, SOC 312, SOC 314.

Justice Studies: 9 or 10 credit hours to include JPS/THL 360, JPS/THL 365, and JPS/THL 565.

Elective and support courses: 15 credit hours to include at least two SOC/ANT courses (6-9 hours) and at least two courses (6-9 hours) from the following: ECO 408, PHL 348, PHL 354, PHL 358, PHL 401, PHL 451, PHL 453, PHL 455, PLS 319, PLS 327, PLS 333, PLS 334, PLS 338, PLS 372, PLS 435, PSY 323, PSY 438, SWK 261, SWK 300, SWK 301, SWK 365, and SWK 366.

Integrative elective: One SOC/ANT course allowing the integration of justice studies concerns and perspectives and for which the JPS Director serves as a consultant (SOC/ANT 457, 493, or 495); or an independent study course (JPS 495) for which a SOC/ANT professor serves as a consultant.

LATIN *See Department of Classical and Near Eastern Studies*

LINGUISTICS *See Department of Modern Languages and Literatures*

MANAGEMENT (MGT)

Associate Professor Wells (Chair); Professor Schminke; Associate Professor Hoh; Visiting Associate Professor, Moorman.

- MGT 301 Managerial Process and Organizational Behavior** (3) I, II, or S
An integrated approach to organization processes and behavior focusing on both individual and organization variables. Covers the behavioral science and the managerial perspective. Micro-oriented individual variables/concepts include personality, stress, perception, motivation, and learning. Interpersonal and group behavior variables/concepts include communication, power, politics, leadership processes and styles. Macro variables deal with organization structure, decision-making, control, and development/change. P: Jr. stdg.
- MGT 341 Advanced Organizational Behavior** (3) II
Development of an in-depth understanding of behavioral concepts, methods, and skills which underlie managerial competence in preventing and solving problems within and between individuals and groups. Theoretical review of motivation, group dynamics, leadership behaviors, and organizational change. Various laboratory exercises and cases are used to highlight the concepts and furnish practice in applying them to management problems. P: MGT 301.

- MGT 351 Personnel/Human Resources Management (3) II**
 Management's approach to and the principles for handling the human factor in an enterprise to maximize the productive efficiency of the firm through sound procurement, development, utilization, and maintenance of its human resources. Emphasis placed on personnel theory. Findings of the behavioral and social sciences as they relate to work are integrated with personnel philosophy, policy, and practice. P: MGT 301; Jr. stdg.
- MGT 353 Advanced Personnel/Human Resources Management (3) I**
 Advanced topics of personnel administration stressing quantitative and research methods applied to personnel problems, including job analysis, wage and salary systems, personnel testing, management assessments, attitude surveys, etc. P: MGT 351, BUS 228 or BUS 229; Jr. stdg.
- MGT 355 Labor Relations and Collective Bargaining (3) II**
 Analysis of management and labor relations in its behavioral, institutional, legal and historical aspects. Includes collective bargaining, arbitration, grievance procedures, wage and benefits issues, institutional issues, seniority, employee safety, and discipline. A comparison of public and private sectors and an examination of current labor news and events. P: MGT 301; Jr. stdg.
- MGT 361 Organizational Theory and Analysis (3) I**
 Survey of organizational theories and application of these theories to the management issues of organizational design, job design, coordination, leadership, and organization development. P: Jr. stdg.; MGT 301.
- MGT 363 Managerial Decision Making (3) I or II**
 An inquiry into the influences affecting the decisions of managers, studied at the individual level, (e.g., cognitive limitation, framing effects, heuristic formation), and at the group level (e.g., power, politics, consensus). P: MGT 301.
- MGT 373 International Management (3) II**
 A global perspective of the practice of management. Topics include issues of social responsibility, corporate strategy, communication, and human resource management. P: MGT 301.
- MGT 374 Management of Environmental Risk (3) II**
 Examination of environmental issues relevant to management decision making. Emphasis on risk analysis related to global/regional and workplace environmental issues. P: Jr. stdg.
- MGT 383 Organization Development (3) I or II**
 Analysis and utilization of various management concepts and tools in developing and maintaining a proper formal organization structure for the business enterprise. P: MGT 341 and MGT 361 or DC.
- MGT 385 Production and Operations Management (3) I, II, S**
 Course treats production and operations as a major function area of business and stresses the management of the production and operations function. Where appropriate, quantitative topics are presented and solution techniques introduced to achieve a balanced view. P: BUS 229; Jr. stdg.
- MGT 475 Small Business Consulting (3) I**
 Examination of both entrepreneurship and small business management. Designed to provide basic principles, guidelines, practices, procedures, plans, and strategies for successful small business management. For students who want to evaluate future business ownership and/or gain consulting experience prior to joining firms which provide consulting services. Emphasis on strategic planning for small business using business plans, consulting reports, cases, and articles. P: Bus. Admin. Sr. stdg. or DC.
- MGT 479 Seminar in Management (3) I, II, S**
 Exploration and analysis of selected problems and issues in today's business environment. Course content necessarily changes each semester as selected issues are discussed. P: MGT 301 or equiv.; Sr. stdg.
- MGT 493 Directed Independent Readings (1-3) OD**
 Limited to students who want to develop a more in-depth knowledge of a management subject beyond the regular course coverage and who have a QPA of 3.0 or better. Sr. stdg. and Dean's approval.

Graduate-level courses (MBA courses open only to graduate students) offered by the Department of Marketing and Management are listed in the Graduate School issue of the *Creighton University Bulletin* under the heading Business Administration (MBA).

MANAGEMENT INFORMATION SYSTEMS (MIS)

Professor Nath (Chair); Professors Gleason and Gupta; Associate Professor Marble; Assistant Professor Corritore.

Requirements for Management Information Systems as the field of concentration—see page 121.

- MIS 353 Management Information Systems (3) I, II**
Advanced management information systems concepts. Introduction to data structures and access methods, database models, decision support and knowledge work-support systems; management information systems for operations, control, and strategic planning. Life-cycle development and prototyping methodologies. P: Jr. stdg.
- MIS 354 Data Base Management (3) I**
Course develops both skill and knowledge relative to data base design and management. P: CSC 221; MIS 353; Jr. stdg.
- MIS 459 Information Systems Analysis and Design (3) I or II**
An applied study of the process of information systems development. Lectures, discussions, readings and exercises will address the areas of information analysis, requirements determination, detailed logical design, physical design, implementation planning, computer technology 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: MIS 353; Jr. stdg.
- MIS 464 Decision Support and Expert Systems (3) I or II**
Concepts needed to develop skills in designing and using decision support systems and expert systems in the context of business decision making. P: MIS 353; Sr. stdg.
- MIS 470 Data Communications and Networks (3)**
This course provides an introduction to the concepts and terminology in data communication, networks, network design, and distributed information systems. These topics include equipment, protocols and architectures, transmission alternatives, the communication environment, regulatory issues, and network pricing and management. A combination of lectures, discussions, presentations, and student projects will be used to understand the dynamic field of data communications and issues surrounding it. P: MIS 354 or IC.
- MIS 479 Seminar in Decision and Information Technology (3) I or II**
The integration and application of current topics in management science, systems analysis and design, or computer and communication technology with a focus on improving decision-making effectiveness in a real-world environment. P: MIS 353; Sr. stdg.

Graduate-level courses (MS courses open only to graduate students) offered by the Department of Information Systems and Technology are listed in the Graduate School issue of the *Creighton University Bulletin* under the heading Business Administration (MS).

MARKETING (MKT)

Associate Professor Wells (Chair); Professors Brannen and Pitts; Associate Professor Workman; Visiting Assistant Professor Sindhav.

Requirements for Marketing as the Field of Concentration — see page 121.

- MKT 319 Principles of Marketing (3) I, II, S**
Managerial approach to the study of the fundamental concepts and principles of marketing with emphasis on understanding the marketing concept and appropriate marketing strategy. P: ECO 203 or 301; Jr. stdg.
- MKT 325 Franchising and Small Business Marketing (3) I, S**
Application of the marketing concept with specific strategies and tactics to the small business enterprise. P: MKT 319; Jr. stdg.
- MKT 333 Consumer and Market Behavior (3) I**
Study of acts of individuals involved in obtaining and using economic goods and services, including the decision processes that precede and determine those acts: consideration of the sociological, psychological, and economic aspects of purchase behavior. P: MKT 319; Jr. stdg.

- MKT 335 Sales Management (3) I or II**
Role of the sales administrator as a professional marketing executive. Problems of organization, planning and control of sales; formulation of sales policies and management of the sales force. P: MKT 319; Jr. stdg.
- MKT 339 Retail Management (3) I or II**
Problems of retailing; principles and practices of policy establishment, buying and selling, store organization and management. P: MKT 319; Jr. stdg.
- MKT 343 Marketing Research (3) II**
Basic research concepts and techniques; application of research findings to the formulation of marketing policies. P: MKT 319; BUS 229; Jr. stdg.
- MKT 345 Direct Marketing (3) I or II**
A grounding in all major direct marketing media: direct mail, broadcast, print advertising, catalogs, co-ops, telemarketing, inserts and videocassettes. Emphasis on the measurability and accountability of direct marketing and its relationship to the total marketing mix. P: MKT 319, Jr. stdg.
- MKT 353 Advertising and Promotion (3) I**
The formulation and implementation of marketing communication policies and strategies relative to the total internal and external communication systems. Includes advertising, personal selling, sales promotion, and other marketing communications. P: MKT 319; Jr. stdg.
- MKT 355 Services Marketing (3) I or II**
Strategies for marketing services. Emphasis on the distinctive challenges and approaches that make marketing of services different from marketing of manufactured goods. P: MKT 319; Jr. stdg.
- MKT 363 Global Marketing (3) I**
Strategic management of international marketing activities of the firm. Planning, organizing, and implementing international marketing programs for industrial and consumer goods. Emphasis on the influence of environmental differences on marketing decisions in various countries. Lecture and case method utilized. P: MKT 319; Jr. stdg.
- MKT 473 Marketing Management: Policy and Strategy (3) II**
Formulation and application of marketing strategies and policies by the analysis and solution of industrial and consumer goods cases dealing with the market, product, channels, selling, legislation, and the total marketing program. P: MKT 319; MGT 301; FIN 301; Sr. stdg.; marketing majors only.
- MKT 479 Seminar in Marketing (3) I or II**
Exploration and analysis of selected problems and issues in the marketing area of today's business environment. Course content changes from semester to semester. P: MKT 319.
- MKT 493 Directed Independent Readings (1-3) OD**
Limited to students who want to develop a more in-depth knowledge of a management subject beyond the regular course coverage and who have a QPA of 3.0 or better. Sr. stdg.; DC and Dean's approval.

Graduate-level courses (MBA courses open only to graduate students) offered by the Department of Marketing and Management are listed in the Graduate School issue of the *Creighton University Bulletin* under the heading Business Administration (MBA).

MATHEMATICS (MTH)

Associate Professor Cheng (Chair); Professor Mordeson; Associate Professors J. Carlson, Fong and Malik; Assistant Professors Buman, Crist; Instructor Wade; Adjunct Assistant Professor Mallenby; Adjunct Instructor R. Gross.

Note: Students desiring to major in mathematics should apply to the Department and be assigned a major adviser before completing Mathematics 347.

The Field of Concentration for the Degree of Bachelor of Science

Concentration major: Mathematics 347 and a minimum of eighteen semester hours in 500-level courses, arranged with the approval of the Department and including Mathematics 529, 545, 581, and 591.

Supporting courses: Twelve semester hours in 300-, 400-, or 500-level courses (approved by the major adviser) in one or more other departments.

The Field of Concentration for the Degree of Bachelor of Science in Mathematics—Concentration Major:

Mathematics—Mathematics 347 and thirty semester hours in 400- or 500-level mathematics courses including Mathematics 529, 545, 581, 591, and either 582 or 592. Up to six hours of 300-, 400-, or 500-level computer science or statistics courses may be substituted for 500-level mathematics courses. No supporting courses required.

Medical Mathematics—Mathematics 347 and eighteen semester hours in 400- or 500-level courses including MTH 513, 529, 545, 547, 583, and either 581 or 591.

Supporting courses: Twelve semester hours of 300-, 400-, or 500-level courses (approved by the major adviser) in one or more departments. In particular, the courses BIO 317, CHM 341 and 443 are highly recommended.

Applied Mathematics—Mathematics 347 and eighteen semester hours in 400- or 500-level mathematics courses, including Mathematics 529, 543, 545, 571, and either 581 or 591. Six semester hours in 400- or 500-level statistics courses, and six semester hours of 400- or 500-level computer science courses are required. Cross-listed courses may not be used to satisfy both mathematics and computer science requirements (same with mathematics and statistics requirements). No supporting courses are required.

Mathematics/Computer Science—Mathematics 347 and fifteen semester hours in 400- or 500-level courses including MTH 529, 545, and either 581 or 591. Fifteen semester hours of 400- or 500-level computer science courses are required. Cross-listed courses may not be used to satisfy both mathematics and computer science requirements. No supporting courses are required.

The Major for the Associate in Science Degree

Open only to students enrolled in University College. Students completing this degree must complete 64 semester hours including MTH 135, 137, 245, 246, 347, 529, 581, and 591. See the Core requirements (see page 136), and 10 hours of electives.

The Certificate Program in Mathematics — See requirements on page 146.

MTH 101 Basic Algebra (3) I, II, S

Review of our number system; topics from first year algebra such as signed numbers, linear equations, exponents, polynomials, and word problems, to form an introduction to Intermediate Algebra. Strongly recommended for the individual who has not had algebra for one or more years.

MTH 103 Intermediate Algebra (3) I, II, S

Topics from second-year algebra to form an introduction to college algebra.

MTH 135 College Algebra (3) I, II, S

Topics covered include linear and quadratic functions and inequalities, systems of linear equations and inequalities, exponential and logarithmic functions, polynomials and rational functions, and equations of second degree and their graphs. P: Four semesters of high school algebra.

- MTH 137 Trigonometry (3) I, II**
Course covers both analytic and right triangle trigonometry. Topics covered include circular functions, trigonometric functions, rotations and angles, trigonometric identities and equations, inverse functions, triangles, vectors, and applications.
- MTH 141 Applied Calculus (3) I, II, S**
Main topic is differential and integral calculus and applications. Includes sections on partial derivatives. Course designed primarily for students in the College of Business Administration but also open to students in other colleges who have sophomore standing. P: MTH 135 or DC.
- MTH 201 Applied Mathematics (3) I, II, S**
Foundations of quantitative reasoning, applications of systems of equations, optimization techniques, probability, and statistics.
- MTH 245 Calculus I (4) I, II, S**
The usual topics in plane analytic geometry integrated with the differential and integral calculus of algebraic functions.
- MTH 246 Calculus II (4) I, II, S**
Calculus of transcendental functions, techniques of integration, indeterminate forms, infinite series. P: MTH 245.
- MTH 347 Calculus III (4) I, II**
This course covers vector algebra and calculus in two- and three-dimensional space. P: MTH 246.
- MTH 431 Mathematical History, Philosophy, and Ethics (3) OD (Same as HIS/SRP 431).**
An examination of mathematics and mathematical ideas and their relation to philosophical and ethical views from the ancient Babylonians and Pythagoreans to the present. Special attentions will be given to non-Western mathematics, ethnomathematics, twentieth-century game theory, encryption, and ethical issues facing the mathematician and society in the past and today. The course assumes no mathematical background beyond the Core E requirements. P: Sr. stgd; PHL 250 or JPS/THL 250.
- MTH 493 Directed Independent Readings (1-3) I, II**
May be repeated to a limit of six hours. P: DC.
- MTH 495 Directed Independent Study (1-3) I, II**
May be repeated to a limit of six hours. P: DC.
- MTH 497 Directed Independent Research (1-3) I, II**
May be repeated to a limit of six hours. P: DC.
- MTH 509 Discrete Structures (3) I (Same as CSC 509)**
Logic; Boolean algebra; switching circuits; graphs; groups; semi-groups; finite state machines; coding theory; grammars; algorithms. P: CSC 221; 6 hrs. college MTH.
- MTH 513 Probability and Statistics in the Health Sciences (3) I (Same as STA 513)**
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) OD (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) OD**
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 347.
- 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 559 Topology (3) OD**
Set theory; metric spaces; topological spaces; connectedness; compactness. P: MTH 246.
- MTH 561 Mathematical Statistics I (3) I, S (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) OD (Same as STA 571)**
Introductory course in operations research. Linear models and solutions using the simplex method, duality theory and sensitivity analysis. P: MTH 529.
- MTH 573 Probabilistic Models (3) OD (Same as STA 573)**
Queuing theory, inventory theory, Markov processes, simulation, and nonlinear programming. P: MTH 561.
- MTH 575 Introductory Stochastic Processes (3) OD (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 Mathematics: Applications in Health Sciences (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 applications to the health sciences. P: MTH 246.
- MTH 585 Control Theory (3) OD.**
Introduction to the mathematical aspects of control theory; classical control theory; linear systems; controllability; observability; stability. P: IC.
- 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 spaces. P: MTH 591.
- MTH 593 Complex Analysis (3) OD**
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

Graduate-level courses (600-700-series courses, open only to graduate students) offered by the Department of Mathematics are listed in the Graduate School issue of the *Creighton University Bulletin*.

MEDICAL MICROBIOLOGY AND IMMUNOLOGY (MIC)

Offered by the Department of Medical Microbiology and Immunology of the School of Medicine.

MIC 141 Microbiology (4) I

Designed to provide nursing students with a basic knowledge of medical microbiology and immunology. Course consists of lectures and computerized self-instruction. P: CHM 111 or CHM 207.

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 141, 541, or IC.

ARMY ROTC

MILITARY SCIENCE (MIL)

Professor Lazo (Chair); *Assistant Professors* Hardwick, Personius, Preister, Scheel, and Taylor.

For a general description of the Military Science Program refer to pages 87-89.

Program Requirements — Students enrolled in Military Science for eventual commissioning as a 2nd Lieutenant must complete the Basic Course (MIL 101, 102, 211, 212 plus MIL 100) and the Advanced Course (MIL 301, 302, 351, 401, 402, plus MIL 100). Credit for all or a portion of the Basic Course may be awarded for active or reserve military service, MIL 205, or for high school Junior ROTC. Students interested in Army ROTC can stop by the Military Science Building or call (402) 280-2828.

MIL 100 Leadership Laboratory (0) I, II

Leadership Laboratory provides initial and advanced military leadership instruction in military courtesy, first aid, and practical field training exercises. Functions and responsibilities of leadership positions are developed through cadet command and staff positions.

MIL 101 Introduction to Officer Professionalism I (1) I, II

Examination of the role of the commissioned officer in the United States Army. Discussion focuses upon officer career opportunities, role of the officer, responsibilities of and basis for the armed forces, and sources of officer commissioning. 1 R.

MIL 102 Introduction to Officer Professionalism II (1) II

Continuation of MIL 101. Further examines the role of the commissioned officer in the U.S. Army. Focuses on customs of the service; role of the Army, Army Reserve, and Army National Guard; organization of the Army; branches of the Army; and leadership principles for the junior officer.

MIL 200 Leadership Laboratory II (0) I, II

This second-year leadership laboratory parallels MIL 211/212 classroom instruction, reinforcing concepts learned in class with practical hands-on training exercises and activities. Training is focused on more advanced individual and collective small unit skills such as small unit leadership and tactics doctrine, land navigation, basic rifle marksmanship, and drill and ceremonies. Required with enrollment in MIL 211 and MIL 212. May be repeated one time.

- MIL 202 United States Military History (3) II**
A study of the theory and practice of war beginning with the American Revolution through the military engagements in Vietnam. Emphasis on United States participation in these wars.
- MIL 203 Military Art of the Modern Army (3)**
A study and application of U.S. Army doctrine based on the Army's keystone field manual FM-100-5 Operations. Students learn doctrinal definitions and the fundamentals that are common to all Army, joint and combined Operations. Special emphasis is on learning the staff functions and the introduction to the military decision-making process.
- MIL 205 ROTC Basic Camp (3) S**
Six weeks of preparatory training at Fort Knox, Kentucky. Travel pay and salary stipend provided through the Military Science Department. The student is not obligated to any military service as a result of attending Basic Camp. Camp graduates are eligible to enroll in Advanced Military Science courses. Students are also eligible to compete for full-tuition two-year scholarships. P: DC.
- MIL 207 Fundamentals of Army Ranger Training (2) I**
Course designed to challenge the individual in leadership, physical endurance, special operations and small-unit tactics. Competitive area success would lead to regional championship participation at Fort Lewis, Washington.
- MIL 208 Advanced Army Ranger Training (2) II**
Continuation of MIL 207.
- MIL 211 Basic Individual Leadership Techniques (1) I**
Course designed to develop student leadership and critical individual skills. Training is basic in nature and includes leadership techniques, written and oral communication, rifle marksmanship, fundamentals of land navigation, and physical fitness. P: MIL 101, 102 or DC.
- MIL 212 Advanced Individual Leadership Techniques (1) II**
Continues the development of student leadership and critical individual military skills. Training focuses on advanced military skills and includes orienteering, field survival skills, operation and training. P: MIL 211.
- MIL 300 Leadership Laboratory III (0) I, II**
This laboratory parallels MIL 301/302 classroom instruction and places the student in leadership positions within the cadet corps, providing greater challenges in order to build confidence and enhance mastery of individual skills. Activities focus on honing military skills and mastery of small unit leadership and tactics in preparation for MIL 351, ROTC Advanced Camp in Fort Lewis, Washington. Required with enrollment in MIL 301 and MIL 302. May be repeated one time.
- MIL 301 Fundamentals of Small Unit Tactics and Leadership (3) I**
Course designed to introduce the Advanced Course military science student to the technical skills required to become an effective small unit leader. Includes fundamentals of terrain navigation, oral and written communication skills, basic troop leading procedures, and an introduction to opposing forces capabilities, organization and equipment. Includes field training exercise. P: MIL 211, 212 or DC.
- MIL 302 Advanced Small Unit Leadership and Tactics (3) II**
Course involves the study and application of small unit tactics with emphasis on planning and organizing principles learned in MIL 301. Designed to develop the self-confidence and leadership abilities as well as the technical competence needed by the Advanced Course student to complete Advanced Camp Training conducted at Ft. Lewis, Washington. Includes field training exercises. P: MIL 301.
- MIL 351 ROTC Advanced Camp Training (3) S**
The ROTC cadet attends five weeks of intensive leadership and management training. The training is conducted during the summer months between the junior and senior years at Fort Lewis, Washington. The student's ability to lead his or her unit and to plan and conduct military small unit operations is thoroughly evaluated. Travel pay and salary stipend provided through the Department of Military Science. P: DC.
- MIL 400 Leadership Laboratory IV (0) I, II**
Laboratory designed to allow senior cadets to demonstrate mastery of leadership and tactical skills developed throughout their cadet career in preparation for becoming commissioned Army officers. The cadet battalion staff plans, resources, and executes training for the MIL 100, 200 and 300 labs. Additionally charged with the leadership development and assessment of the underclassman, with focus on the junior class in preparation for Advanced Camp at

Fort Lewis, Washington in the summer. Required with enrollment in MIL 401 and MIL 402. May be repeated one time.

- MIL 401 Military Professionalism and Ethics (2) I**
Seminar on contemporary problems facing junior officers dealing with ethics and military professionalism. Standards of conduct are explained and applied to practical simulations utilizing the ethical decision-making process. P: MIL 301 & 302 or DC.
- MIL 402 Military Management Seminar (2) II**
Leadership and management problems involved in the operation of a small unit including personal affairs, military justice, moral and social duties and obligations of a military officer. 2 R. P: MIL 401.
- MIL 493 Directed Independent Readings (2) I, II**
Directed readings course designed to consider an issue or field of interest to society in general and the military in particular. P: DC.
- MIL 494 Directed Independent Study and Seminar I (2) I**
Directed study course designed to consider an issue or field of interest to society in general and the military in particular. P: DC.
- MIL 495 Directed Independent Study and Seminar II (2) II**
Directed study in Military Science to meet the individual needs of the students. Course focuses on developing practical application of special interest subjects in a student-initiated project. P: DC.

AIR FORCE ROTC

AEROSPACE STUDIES (AES)

Air Force Reserve Officers Training Corps (AFROTC) training leading to a commission as a second lieutenant in the United States Air Force is available to qualified Creighton students (male or female) through the AFROTC Program at the University of Nebraska at Omaha (UNO). Creighton students register for the courses at Creighton but attend Aerospace Studies Classes at UNO while pursuing their degree at Creighton. This opportunity results from an agreement between Creighton and UNO that permits Creighton students to participate in the AFROTC Program at the University of Nebraska at Omaha. Creighton students interested in the program should contact the AFROTC Detachment 470, Room 236, Engineering Building, telephone 402-554-2318, at the University of Nebraska at Omaha to obtain further information.

Following are the Aerospace Studies courses of the four-year program:

- AES 001 Leadership Laboratory (0) I, II**
AFROTC Leadership Laboratory provides initial and advanced military leadership experiences including cadet operations, commanding, training, recruiting, communicating, drill and ceremonies, customs and courtesies, career planning, and staff action practice designed to simulate the professional world of the Air Force officer. Leadership Laboratory is an integral part of all Aerospace Studies courses. All cadets must participate.
- AES 131-132 The Air Force Today (1, 1)**
Students study the organizational structure and missions of Air Force organizations; officership and professionalism; and an introduction to communicative skills. During Leadership laboratory, students learn about customs and courtesies, health and physical fitness, and drill and ceremonies.
- AES 231-232 The Development of Air Power (1, 1)**
Students focus on factors contributing to the development of air power from its earliest beginnings through two world wars; the evolution of air power concepts and doctrine; and an assessment of communicative skills. In Leadership Laboratory, students participate in activities related to custom and courtesies, followership, and drill and ceremonies.
- AES 311-312 Air Force Management and Leadership (3-3)**
Study of leadership and quality management fundamentals, professional knowledge, leadership ethics, and communicative skills required of an Air Force officer. Case studies are used to examine Air Force Leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. Leadership Laboratory activities provide advanced leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles of this course.

AES 411-412 National Security Forces in Contemporary American Society (3-3)

Examines the need for national security, analyzes the evolution and formulation of the American defense policy, strategy, and joint doctrine; investigates the methods for managing conflict; and overviews regional security, arms control, and terrorism. Special topics of interest focus on the military as a profession, officership, the military justice system, and current issues affecting military professionalism. Within the structure, continued emphasis is given to the refinement of communicative skills. Additionally, students learn about transitioning into the active duty Air Force. In Leadership Laboratory, students are given primary responsibility for leading the Cadet Corps.

AES 490 Advanced Air Force Leadership and Planning Seminar (1-3)

This course offers cadet leaders of Air Force ROTC advanced insight into the intricacies of proper leadership and managerial concepts. These lessons assist students with the planning and execution of the Cadet Wing during the semester. Lessons will include personnel utilization, honor and ethics concepts, performance evaluations, and planning concepts. P: IC.

MODERN LANGUAGES AND LITERATURES

Assistant Professor Gibbs (Chair); *Associate Professors* Coffey, Recio and Romero-Downing; *Assistant Professors* Böhlke, Kestermeier, Rodrigo, Santiago-Stommes, Snyder and Vanderboegh; *Instructor* Unno; *Adjunct Instructors* Mena-Böhlke, Phillips, and Watts.

Fields of Concentration

Major in French, Co-major in German and Spanish: Eighteen semester hours in 300-level courses and above in the respective languages. *Primary major in German and Spanish:* Twenty-one hours in 300-level courses and above. *Certificate in German:* Fifteen semester hours in 300-level courses and above. Selection of upper-division courses must be approved by the major advisor in the respective language.

Supporting courses: Twelve semester hours of 300-500-level course work in one or more departments arranged with the department and approved by the major advisor.

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 111 Beginning French I (3) I, II

Course designed to focus on the essential elements of basic communication and develop all four language skills (listening, speaking, reading, and writing), as well as provide insight into the life and culture of French speaking countries.

FRN 112 Beginning French II (3) I, II

Continuation of FRN 111. P: FRN 111 or placement by departmental test.

FRN 115 Intensive Beginning French (6) S

Course designed to focus on the essential elements of basic communication and develop all four language skills (listening, speaking, reading, and writing), as well as provide insight into the life and culture of French speaking countries.

FRN 211 Intermediate French I (3) I, II

Course designed to help students make the transition to natural communication and to develop further all four language skills (listening, speaking, reading, and writing) by using literary/cultural readings and grammatical exercises. P: FRN 112 or placement by departmental test.

FRN 212 Intermediate French II (3) I, II

Development of a more advanced ability in reading, speaking, listening, and writing in French. P: FRN 211 or placement by departmental test.

FRN 311-312 Advanced French (3) I, II

Development of refined accurate expression in speaking and writing. P: FRN 212 or placement by departmental test.

FRN 314 Business French Communication (3) OD

Course focuses on the study of the language and the cultural context specific to business communication in French. P: FRN 212 or placement by departmental test.

- FRN 327 French Literature Before the French Revolution (3) OD**
A study of representative authors, literary works, and literary movements before 1789. P: FRN 311 or 312 or IC.
- FRN 328 French Literature After the French Revolution (3) OD**
A study of representative authors, literary works and literary movements after 1789. P: FRN 311.
- FRN 411 Advanced Spoken French (3) II 1999-2000**
Review of practical structures; building of a practical vocabulary; exercises designed to develop the ability to understand and express oneself orally. P: FRN 311 & 312 or IC.
- FRN 412 Advanced Written French (3) OD**
Review of structures used in written French, vocabulary enhancement, translation techniques, introduction to practical stylistics; exercises designed to develop clear expression in written French. P: FRN 311 and 312 or IC.
- FRN 493 Directed Independent Readings (1-3) I, II OD**
Designed to meet the special needs of majors in French. P: IC only. Limit of three semester hours.
- FRN 522 French Civilization Before the French Revolution (3) I 1999-2000**
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 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) S Summer 2000**
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: One Intermediate French 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) I 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) I 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 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 superstrata, from the earliest to modern times. P: One 300-level FRN course or IC.

GERMAN (GER)

- GER 101 German for Everyday Life (2) OD**
A basic introduction to everyday conversations in German concentrating on useful topics for visitors of German speaking countries.
- GER 111 Beginning German I (3) I, II**
Course designed to focus on the essential elements of basic communication and develop all four language skills (listening, speaking, reading, and writing), as well as provide insight into the life and culture of German speaking countries.
- GER 112 Beginning German II (3) I, II**
Continuation of Ger 111. P: Ger 111 or placement by departmental test.
- GER 115 Intensive Beginning German (6) S**
Course designed to focus on the essential elements of basic communication and develop all four language skills (listening, speaking, reading, and writing), as well as provide insight into the life and culture of German speaking countries.
- GER 211 Intermediate German I (3) I, II**
Course designed to help students make the transition to natural communication and to develop further all four language skills (listening, speaking, reading, writing) by using literary/cultural readings and grammatical exercises. P: GER 112 or placement by departmental test.
- GER 212 Intermediate German II (3) II**
Development of a more advanced ability in reading, speaking, listening, and writing in German. P: GER 211 or placement by departmental test.
- GER 311 Advanced German: Conversation Oriented (3) II 1999-2000**
Study of all aspects of refined and accurate German with emphasis on speaking based on literary and non-literary texts. P: GER 212 or placement by departmental test.
- GER 313 Advanced German: Composition Oriented (3) I 1999-2000**
Development of all aspects of refined and accurate German with emphasis on written expression based on selected texts and topics. P: Ger 212 or placement by departmental test.
- GER 315 Advanced German: Grammatical Structures in a Literary Context (3) OD**
The course will focus on advanced grammar and on readings with emphasis on their grammatical structure. P: GER 212 or placement by departmental test.
- GER 321 German for Business and Economics I (3) OD**
Designed for students who wish to develop specialized language competence in business German and to understand economical and administrative aspects of business practice. P: GER 212 or placement by departmental test.
- GER 411 Introduction to German Literature (3) OD**
Reading and discussion of major authors and their works as well as German literary movements/periods from the Middle Ages to the present. P: One 300-level GER course or departmental placement test or IC.
- GER 495 Directed Independent Study (1-3) OD**
Studies in literature, civilization, or linguistics. For majors in German only. Limit of three hours. P: IC.
- GER 511 German Civilization and Culture of the Middle Ages (3) OD**
Development in language, social structure, religion, philosophy, education, art, architecture from the Germanic Era to the Renaissance. P: One 300-level GER course or IC.
- GER 513 German Civilization and Culture from the Reformation to German Romanticism (3) OD**
Developments in art, architecture, music, literature, religion, language, education, social structures during the Reformation, Baroque, Enlightenment and Classic Periods. P: One 300-level GER course or IC.
- GER 515 German Civilization and Culture from the Creation of the Second German Empire to the Foundings of the Federal and Democratic Republics (1848-1948) (3) OD**
Investigation of the interdependence between the historical development and cultural phenomena prior to the foundation of the "Kaiserreich" up to the establishment of the two German Republics. Particular attention devoted to the relationship of history and selected topics in literature, art, architecture, and music. P: One 300-level GER course or IC.

- GER 521 German Literature from Middle Ages to the Reformation (3) OD**
Reading and discussion of representative authors and selections of their works (Hildebrandslied, Niebelungenlied, Parzival, Tristan und Isolde, The Plowman from Bohemia, Martin Luther). P: One 300-level GER course or IC.
- GER 527 German Literature of the 19th Century (3) II 1999-2000**
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 of IC.
- GER 531 German Romanticism: Literature, Art, and Music (3) OD**
Study of authors and literary masterworks of German Romanticism and examination of the relationship of romantic literature, art, and music. P: One 300-level GER course or IC.
- GER 541 German Narrative Prose (3) OD**
Reading and discussion of various literary forms of major German works written in prose. P: One 300-level GER course or IC.
- GER 543 German Drama (3) II OD**
Development of the German drama from the 18th century to the present: Lessing, Goethe, Schiller, Kleist, Hebbel, Hauptmann, Kaiser, Brecht, Dürrenmatt and others. P: One 300-level GER course or IC.
- GER 545 German "Novelle": 19th and 20th Centuries (3) I 1999-2000**
Study of the development and tendencies of the German short novels in the nineteenth and twentieth centuries. P: One 300-level GER course or IC.

JAPANESE (JPN)

- JPN 111 Beginning Japanese I (3) I**
Pronunciation, fundamentals of conversation, listening comprehension, basic features of sentence structure, reading, oral and written exercises.
- JPN 112 Beginning Japanese II (3) II**
Continuation of JPN 111. P: JPN 111 or placement by departmental test.
- JPN 211 Intermediate Japanese I (3) I**
Continuation of JPN 112. P: JPN 112 or placement by departmental test.
- JPN 212 Intermediate Japanese II (3) II**
Development of a more advanced ability in reading, speaking, listening and writing in Japanese. P: JPN 211 or placement by departmental test.

LINGUISTICS (LNG)

- LNG 511 General Linguistics (3) OD**
The nature of language; sound and symbol; dialect and language; the languages of the world; methods and disciplines of modern linguistics; phonetics; morphology; syntax; lexicology; the comparative method and related topics.

RUSSIAN (RUS)

- RUS 111 Beginning Russian I (3) I**
Fundamentals of the pronunciation and structure of the Russian language; practice in speaking, listening, reading and writing at a basic level. Designed particularly for those enrolled in Creighton's Lithuanian programs but open to all.
- RUS 112 Beginning Russian II (3) II**
Continuation of RUS 111. Fundamentals of the pronunciation and structure of the Russian language; practice in speaking, listening, reading and writing at a basic level. Designed particularly for those enrolled in Creighton's Lithuanian programs but open to all.

SPANISH (SPN)

- SPN 111 Beginning Spanish I (3) I, II**
Course designed to focus on the essential elements of basic communication (listening, speaking, reading, and writing), as well as provide insight into the life and culture of Spanish speaking countries.
- SPN 112 Beginning Spanish II (3) I, II**
Continuation of SPN 111. P: SPN 111 or placement by departmental test.
- SPN 113 Beginning Spanish for the Medical Professions I (3) OD**
Fundamentals of the pronunciation and structure of Spanish; practice in speaking, listening, reading, and writing with emphasis on vocabulary and situations related to medical situations. Designed for students planning careers in medicine, dentistry, nursing, and pharmacy and allied health but open to all. NOTE: This is an alternative beginning level course to SPN 111. It is not open to those who have already taken SPN 111 and/or 112, and it is open only to nonnative speakers of the language.
- SPN 114 Beginning Spanish for the Medical Professions II (3) OD**
Continuation of Spanish 113. Expansion to more complex sentence structure in speaking, listening, reading and writing with emphasis on vocabulary and situations related to medical situations. Designed for students planning careers in medicine, dentistry, nursing, and pharmacy and allied health but open to all. NOTE: This is an alternative course to SPN 112. It is not open to those who have taken SPN 112, and it is open only to nonnative speakers of the language. P: SPN 111 or SPN 113 or placement by departmental test.
- SPN 115 Intensive Beginning Spanish (6) S**
Course designed to focus on the essential elements of basic communication and develop all four language skills (listening, speaking, reading, and writing), as well as provide insight into the life and culture of Spanish speaking countries.
- SPN 150 First Year Spanish in the Dominican Republic (3) I, II**
Taught in the Dominican Republic, the First Year Spanish course has, essentially, a communicative focus. The course develops the four skills of language: speaking, listening, reading and writing. Within the course, pronunciation, vocabulary and grammar are practiced. There will be lectures and discussion over selected themes. P: SPN 111 or placement test.
- SPN 211 Intermediate Spanish I (3) I,II**
Course designed to help students make the transition to natural communication and to develop further all four language skills (listening, speaking, reading, writing) by using literary/cultural readings and grammatical exercises. P: SPN 112 or SPN 115 or SPN 150 or placement by departmental test.
- SPN 212 Intermediate Spanish II (3) I,II**
Development of a more advanced ability in reading, speaking, listening, and writing in Spanish. P: SPN 211 or SPN 250 placement by departmental test.
- SPN 250 Second Year Spanish in the Dominican Republic (3) I, II**
Taught in the Dominican Republic, this intermediate-level Spanish course has a communicative orientation. Its principal objective is to develop the student's ability in reading, writing, speaking and understanding Spanish. P: SPN 112 or SPN 115 or SPN 150, or placement test.
- SPN 311-312 Advanced Spanish I-II (3) I, II**
Development of refined accurate expression in speaking and writing; selected readings. P: SPN 212 or SPN 250 or placement by departmental test.
- SPN 313 Advanced Spanish Conversation (3) I 1999-2000**
Development of oral communication skills through extensive vocabulary building and its practical application. P: SPN 212 or SPN 250 or placement by departmental test.
- SPN 314 Communicating in Business (3) II 1999-2000**
Oral and written practice in business communication; developing a business vocabulary; reading of documents and essays relating to business situations; interviewing; translating (English to Spanish/Spanish to English). P: SPN 212 or SPN 250 or placement by departmental exam.
- SPN 321 Civilization and Culture of Spain (3) OD**
The history and culture of Spain from its origins to the present. P: SPN 311 or SPN 312 or IC.

- SPN 322 Latin-American Culture and Civilization (3) II 1999-2000**
A study of the Latin-American culture from Pre-Columbian times to the present, through its history, art, architecture, music, philosophy, and education. P: SPN 311 or SPN 312 or IC.
- SPN 323 Survey of Latin American Literature (3) OD**
Latin American literature is studied from the Colonial Period to the present incorporating some of the most influential writers in Spanish America and giving women authors the representation they merit. Readings include texts from Cristóbal Colón, Sor Juana Inés de la Cruz, Esteban Echeverría, Rubén Darío, Gabriela Mistral, Octavio Paz, García Márquez, Rosario Ferré, Jorge Luis Borges and Luisa Valenzuela.
- SPN 325 Introduction to Literary Analysis (3) I 1999-2000**
An introduction to literary analysis with readings from Spanish and Latin-American literature. P: SPN 311 or SPN 312 or IC.
- SPN 327 Survey of Peninsular Literature (3) OD**
Through the reading of selections from Spain's major literary works, this course introduces some of the most important issues in Peninsular social history and analyzes the different perspectives that have evolved with every new literary movement. P: SPN 311 or SPN 312 or IC.
- SPN 493 Directed Independent Readings (1-3) OD**
For majors in Spanish. P: IC. Limit of three hours.
- SPN 541 Medieval Spanish Literature (3) II 1999-2000**
Course provides an insight to the most important writings of the Spanish Middle Ages and focuses on the three masterpieces of the period (Mío Cid, Libro de Buen Amor and La Celestina), but also emphasizes other poetic genres such as ballads and cancioneros. P: SPN 311 or SPN 312 or IC.
- SPN 542 Golden Age Literature (3) I 1999-2000**
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 311 or SPN 312 or IC.
- SPN 544 Spanish Peninsular Narrative (3) OD**
A study of representative narrative texts from the late nineteenth and the twentieth centuries. P: SPN 311 or SPN 312 or IC.
- SPN 549 Twentieth Century Spanish Drama (3) OD**
Reading and analysis of plays by the following dramatists: García Lorca, Casona, Buero Vallejo and others. P: SPN 311 or SPN 312 or IC.
- SPN 550 Literature of the Colonial Period (3) OD**
Study of the major works from Columbus to Juana Inés de la Cruz. P: SPN 311 or 312 or IC.
- SPN 551 Latin-American Novel (3) 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, etc. P: SPN 311 or SPN 312 or IC.
- SPN 552 The Latin-American Short Story (3) I 1999-2000**
Study of the Latin-American short narrative from the nineteenth century to the present. Selected stories by Echeverría, García Márquez, Rosario Ferré, Elena Poniatowska, Julio Cortázar, Jorge Luis Borges, and others. P: SPN 311 or SPN 312 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 311 or SPN 312 or IC.
- SPN 555 Twentieth Century Latin-American Theatre (3) OD**
A study of Latin-American theatre from the end of the nineteenth century to the present. P: SPN 311 or 312 or IC.
- SPN 557 Contemporary Spanish Poetry (3) OD**
A selection of works and styles of the nineteenth and twentieth centuries. P: SPN 311 or SPN 312 or IC.
- 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 311 or SPN 312 or IC.

MUSIC See Department of Fine and Performing Arts.

NATURAL SCIENCE (NSC)

Administered by the Department of Physics.

- NSC 107 Introductory Astronomy** (3) I, II, S (Same as PHY 107)
Information about the solar system, stars, galaxies, and the universe; main methods by which this information has been acquired; how basic laws of physics have led to theories about cosmic processes, structure, and history. Some history of astronomy for better understanding modern views and demonstrating cultural impact of astronomical ideas. No formal science or mathematics prerequisites.
- NSC 108 Astronomy Laboratory** (1) I, II, S (Same as PHY 108)
Laboratory sessions to acquaint the student with basic phenomena, methods, and instrumentation important in astronomy.
- NSC 113 Introduction to Atmospheric Sciences** (3) I, II, S (Same as ATS 113, EVS 113)
Introduction to causes of the weather for science and nonscience majors. Topics covered include cloud identification; factors influencing the development of storm systems; effects of jet streams on storm development; the formation of thunderstorms, tornadoes, and hurricanes; climatic change; and man's influence on climate and weather systems.
- NSC 114 Introduction to Atmospheric Sciences Laboratory** (1) I, II, S (Same as ATS 114, EVS 114)
Laboratory designed to familiarize students with analysis techniques in meteorology. Topics include weather observations; weather symbols and coding; map plotting and analysis; and basic forecasting techniques. Students will become familiar with the PCMcIDAS system. CO: NSC 113.
- NSC 127 Sound and Music** (3) II (Same as PHY 127)
Basic course on the nature of sound, covering the generation, propagation and detection of sound, with particular applications to music. P: MTH 135 or 137 or IC.
- NSC 137 Light, Color, and Lasers** (3) I, S (Same as PHY 137)
A basic course on the nature of light and its applications; sources of light; wave-particle duality; lasers and holography; images and illusions; special effects; color variables and color vision. The subject of light is used as a basis to explore a wide range of physical phenomena and to examine the goals, methods and limitations of science. Since its essential characteristics are embodied in the postulates of relativity and quantum theory, light is seen to lie at the foundation of modern scientific thought. Course features many classroom demonstrations. No formal science or mathematics prerequisites.
- NSC 147 Einstein and Modern Physics** (3) I, PS (Same as PHY 147)
Historical and philosophical study of the reciprocal influences between Albert Einstein and the social and scientific communities of his time, including his changing attitude toward pacifism, his relationship to the Zionist movement, his philosophy of knowledge, his relationship with other scientists, and his basic contributions to science. No formal science or mathematics prerequisites.
- NSC 188 Physics in the Everyday World** (1) II (Same as PHY 188)
Experimental investigation of physical concepts as applied to geology, astronomy, motion, fluids, electricity, magnetism, waves, and quantum physics. This course may be taken by itself or in combination with NSC 127, 137, or 147. No formal science or mathematics prerequisites.
- NSC 205-206 Natural Sciences I, II** (4) I, II
Examination of fundamental concepts from the natural sciences with primary emphasis on conceptual understanding. Simple algebraic and arithmetic manipulations. Accompanying laboratory involving basic investigations. Course designed to meet the needs of nonscience students, especially elementary education majors. Certified Writing Course. P: EDU major or EDU DC.
- NSC 231 Severe and Unusual Weather** (3) I, II (Same as ATS 231)
Discussion of the development and occurrence of severe and unusual atmospheric phenomena. Topics include severe thunderstorms, tornadoes, hurricanes, blizzards, droughts, and heat waves.

- NSC 533 Inadvertent Climate Modification** (3) AY (Same as ATS 533, EVS 533) (Last offered Spring 1998)
 Exploration of the influence of human beings on the atmosphere. Discussion of theories and models of natural climate change and of that induced by human beings. The ethical issues of inadvertent and planned change of climate by humans will be raised. Major topics include effects of CO₂ warming (greenhouse effect), ozone depletion; human-induced desertification; cloud seeding; acid rain; urban microclimates; and nuclear winter. Methods of monitoring these systems will be stressed relative to an increased world-wide need to limit or prevent human-induced climate changes.
- NSC 541 Atmospheric Diffusion, Air Pollution, and Environmental Impact Analysis** (3) OD (Same as ATS 541, EVS 541)
 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: NSC 113 or equiv.
- NSC 544 Hydrology** (3) OD (Same as ATS 544, EVS 544)
 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: NSC 113 or 231.
- NSC 556 Introduction to Physical Oceanography** (3) OD (Same as ATS 556, EVS 556)
 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.

NURSING (NUR)

Professors Kitchens (Dean), Norris and Pinch; *Associate Professor* Bergman-Evans, Howell, Hromek, Lappe, Lazure, Kunes-Connell and Tegtmeier; *Assistant Professors* Abel-Zieq, Andrews, Buttner, DeMartinis, Dowell, Ford, Foyt, Furlong, Graves, Harwood, Hellman, Hercinger, Hinchev, Hinders, Hogenmiller, Kangas-Packett, Koshy, Laguzza, Lypaczewski, Meagher, Miller, Nilsson, O'Keefe, Parks, Parsons, Spelic, Travers-Gustafson, White, Whittaker, Wilken, and Wydeven; *Instructors* Abbott, Aufdenkemp, Costello, Howard, Laughlin, McMahon, Moxness, and Wackel.

Traditional Program—Prerequisites and Corequisites

Biomedical Sciences 111, Chemistry 111, Chemistry 112/113, Biomedical Sciences 303, Psychology 111, and Sociology 101 or Anthropology 111 or Sociology 223 are prerequisite to admission to the sophomore level. The supporting course Microbiology 141 is prerequisite to junior level courses.

A practicum course is taken in conjunction with the companion theory course (e.g. NUR 352 is corequisite for NUR 351). Unsatisfactory performance in any practicum course prohibits advancement into the next level of practicum courses.

- NUR 115 Seminar in Professional Nursing** (1) I
 A semester-long course which meets at least once a week to explore the nature of life in the University setting, specific areas within each school or college, and survival skills for the academic arena. It facilitates student/faculty interaction and involves in-depth personal and academic advising as well as an introduction to the variety of Creighton curricular and extra-curricular opportunities.
- NUR 223 Nutrition** (2) II
 Principles of normal nutrition applied to growth and maintenance of health at all ages with consideration of adequate individual and family diets.
- NUR 224 Health Assessment Across the Lifespan** (2) I
 Focuses on application of knowledge gained in previous courses to the physical, psychosocial and functional assessment of persons at various stages of lifespan development. Emphasizes the nurse's role in identifying and describing normal assessment findings using a cephalocaudal approach. P: BMS 111, BMS 303. CO: NUR 225.

- NUR 225 Health Assessment Practicum (1) I**
Provides opportunities for students to apply knowledge gained in previous courses to the process of physical, psychosocial and functional assessment of persons at various stages of lifespan development. A hands-on approach is used to enable students to acquire the knowledge and skills necessary to perform a comprehensive health assessment and to describe normal findings. CO: NUR.224.
- NUR 228 Lifespan Development (2) I**
This course is a broad overview of normal human development from the prenatal stage through older adulthood. Emphasis will be placed on understanding the individual in the context of the psychological, social, behavioral, cultural and spiritual environment. P: Soc. 101, Psy. 111. CO: NUR 229.
- NUR 229 Lifespan Development Practicum (1) I**
In this course community based settings and other learning experiences will provide the student with opportunities to assess, analyze and evaluate people at various developmental stages, from prenatal to the older adult. CO: NUR 228.
- NUR 252 Human Pathophysiology (3) II**
Provides an overview of pathophysiological concepts across the lifespan. The course will address basic principles, processes, and concepts associated with common pathologies as well as the pathophysiological alterations related to body systems. P: BMS 111, BMS 303, NUR 224, NUR 225. CO: 253.
- NUR 253 Human Pathophysiology Lab (1) II**
Provides the opportunity for application of pathophysiological concepts to individuals across the lifespan. Settings may vary to provide this experience. CO: NUR 252.
- NUR 341 Nursing Management of Pharmacotherapy (3)**
Provides students with a sound basis for clinical application of pharmacology. It addresses pharmacodynamic and pharmacokinetic properties, therapeutic uses, adverse effects and nursing implications for selected drug classifications used in various health care settings. Case management studies to incorporate theoretical knowledge with clinical situations are used to stimulate critical thinking. P: Junior standing or permission of faculty.
- NUR 351 Care Management Concepts for Health Promotion, Maintenance, and Restoration (5) I**
This course is an introduction to care management involving health promotion, maintenance, and restoration. Content includes transcultural concepts across the lifespan and with diverse populations. P: Junior stdg.; CO: NUR 352
- NUR 352 Care Management Practicum I (4) I**
Provides opportunities for application of concepts from NUR 351 and previous courses. Learning experiences will take place in the lab as well as a variety of acute and community-based settings. The experiences provide an opportunity for students to apply principles advancing understanding of health promotion, maintenance, and restoration with diverse populations. Proficiency with fundamental care management skills and technologies is acquired at this level. P: Junior standing or permission of faculty. P: Junior stdg; CO: NUR 351.
- NUR 353 Principles of Population-Based Health Care (3) II**
This course provides the student with basic principles of epidemiology and demographic measurement of populations in order to examine the distributive factors of health and disease needs in populations. Students will acquire the theory and tools for assessing a community, and planning, implementing, and evaluating health promotion and prevention interventions in collaboration with community representatives and other health care providers. P: Junior stdg.
- NUR 354 Power, Politics, and Policy in Health Care (2) I**
Focuses on the understanding of the interplay and synthesis of power, politics, and policy in health care. It emphasizes the importance of nursing participation in the many spheres of political influence, including the workplace, government, professional organizations, and the community. P: Junior standing or permission of faculty.
- NUR 361 Informatics in Health Care (2) I**
Introductory course that examines the historical, current, and anticipated future status of health care informatics. Emphasis is placed on current advances in computer technology and application to education, communication, research, and clinical practice. CO: NUR 362.
- NUR 362 Informatics in Health Care Practicum (1) I**
Provides practice in using a variety of computer applications in education, communication, research and clinical practice. CO: NUR 361

- NUR 371 Care Management Processes for Episodic and Chronic Health Alterations I (5) II**
Builds on the concepts introduced in Care Management NUR 351 as they apply to selected episodic and chronic health alterations. Emphasis is placed on the nurse's utilization of care management and disease management models as bases for achieving optimal outcomes through health promotion, maintenance, and restoration of altered health states for diverse populations. P: Junior stdg; CO: NUR 372.
- NUR 372 Care Management Practicum II (5) II**
Provides opportunities to apply concepts introduced in NUR 371. Learning experiences in care management will focus on diverse populations with selected episodic and chronic alterations in health states. The practicum experience will emphasize outcome improvement and multidisciplinary collaboration. Learning experiences will take place in a variety of acute care and community-based settings. P: Junior stdg; CO: NUR 371
- NUR 377 Research for Health Professionals (3) II**
Addresses the development of beginning level skills in research utilization and critiquing. A variety of research studies taken from the professional and popular literature are examined. A small proposal is developed to introduce the student to application of the steps in the research process. P: Junior stdg or permission of faculty.
- NUR 471 Care Management Processes for Episodic and Chronic Health Alterations II (5) I**
This course builds on the concepts introduced in NUR 371 as they apply to selected complex episodic and chronic health alterations. The focus is on the complex, collaborative nursing care management of diverse populations in various settings. Emphasis will be placed on outcomes improvement for complex health alterations. CO: NUR 472.
- NUR 472 Care Management Practicum III (5) I**
This course provides the opportunity to care manage a variety of complex populations in acute care and community-based settings. Experiences seen as complex in nature will include individuals with complex co-morbidities and populations with multiple, complex health care needs. Proficiency with advanced skills and technologies is acquired at this level. CO: NUR 471.
- NUR 473 Leadership for Care Management (2) I**
Focuses on the investigation, analysis and application of the principles and practices of leadership and management in health care delivery systems. It emphasizes concepts foundational to resource allocation and utilization in managing the delivery of care, and integrates these concepts in the context of leadership roles in care management, clinical outcome improvement, and multidisciplinary teamwork. P: Senior stdg. or permission of faculty.
- NUR 481 Senior Seminar (3) II**
This course focuses on the transition from the student role to the professional practice role. A seminar approach will be used to address professional issues related to beginning practice and foster the on-going professional and personal development of the individual. CO: NUR 482.
- NUR 482 Senior Practicum—Preceptorship (10) II**
This course provides students with a concentrated experience in collaborative nursing care management under the supervision of a nurse-preceptor. The clinical experience is structured to foster the refinement of care management skills as a basis for achieving optimal outcomes. The course emphasizes the ability to work effectively with the multidisciplinary team. CO: NUR 481.

Accelerated Curriculum

- NUR 252 Pathophysiology (3)**
This course provides an overview of pathophysiological concepts across the lifespan. The course will address basic concepts, principles, and processes associated with common pathologies. It is designed for the student with limited or no clinical experience. P: Admission into the accelerated program.
- NUR 288 Health Assessment (2)**
This course focuses on application of knowledge gained in previous courses to the physical, psychosocial and functional assessment of persons at various stages of lifespan development. Emphasis is placed on the nurse's role in identifying and describing normal assessment findings using a cephalocaudal approach. CO: 289.
- NUR 289 Health Assessment Lab (1)**
This course provides opportunities for students to apply knowledge gained in previous courses to the process of physical, psychosocial and functional assessment of persons at various stages of lifespan development. A hands-on approach is used to enable students to acquire the knowl-

edge and skills necessary to perform a comprehensive health assessment on individuals at various stages of lifespan development and to describe normal findings. CO: 288.

- NUR 290 Care Management Concepts for Health Promotion and Outcomes Improvement (5)**
Acquaints the student with health concepts, health changes, and fundamental interventions for health maintenance. The course focuses on health promotion and wellness, chronicity and quality of life, basic human needs, and care management and outcomes improvement for diverse populations. Clinical practicum designed to enhance didactic instruction. P: Admission into the accelerated program. CO: NUR 291, 288, 252, 293, 294.
- NUR 291 Care Management for Health Promotion and Outcomes Improvement Practicum (5)**
This course provides opportunities for application of concepts introduced NUR 290. Care management experiences will take place in acute care and community-based settings. The clientele provide the variety of experiences necessary for students to apply the concepts and principles of human development, culture, ethnicity and socioeconomic status in their understanding of health promotion for clients across the lifespan. Opportunities for health assessment and goal-directed communication are provided so that students increase their competence in the use of these skills. Proficiency with fundamental technologies/skills is acquired at this level. CO: NUR 290.
- NUR 293 Research and Scientific Inquiry I (1)**
This course introduces students to the ways of knowing and critical thinking as frameworks for understanding and contributing to the practice-oriented discipline of nursing. This course provides a basic overview of the research process and introduces students to information systems for use in accessing information. Emphasis is placed on research utilization. P: Admission into the accelerated program.
- NUR 294 Introduction to Professional Nursing (2)**
This course introduces students to various roles assumed by nurses in the nursing profession and health care system, and to concepts that underlie professional nursing practice and implementation of the roles of designer, manager, and coordinator of care. Opportunities are provided to explore issues related to nursing practice and health care. P: Admission into the accelerated program.
- NUR 341 Nursing Management of Pharmacotherapy (3) I**
Provides students with a sound basis for clinical application of pharmacology. It addresses pharmacodynamic and pharmacokinetic properties, therapeutic uses, adverse effects and nursing implications for selected drug classifications used in various health care settings. Case management studies to incorporate theoretical knowledge with clinical situations are used to stimulate critical thinking. P: Junior standing or permission of faculty.
- NUR 390 Care Management and Outcomes Improvement for Altered Health States (5)**
This course introduces the concepts of disease management and outcomes improvement for the major episodic and acute illnesses that occur in diverse populations. The focus is on the management of those diseases that are highly prevalent; have a significant effect on morbidity, mortality, and quality of life in the general population; are highly preventable; and/or create a financial burden for the individual, the health care system, and society as a whole. Students will study in depth and share information with their peers about a variety of selected disorders. Clinical practicum designed to enhance didactic instruction. P: Junior standing in ANC program. CO: NUR 391.
- NUR 391 Care Management and Outcomes Improvement for Altered Health States Practicum (7)**
This course provides opportunities for application of concepts and didactic content in NUR 390. CO: NUR 390.
- NUR 393 Research and Scientific Inquiry II (2)**
Nursing theories, research designs and ethical issues related to research are discussed. The steps of the research utilization process are applied to a clinical problem identified in NUR 293. Students critique the professional literature and write a review. Emphasis is placed on the use of research in total quality improvement. P: Nur 293 and Junior standing in ANC program.
- NUR 394 Health Care Management and Leadership (2)**
This course focuses on the investigation, analysis, and application of the principles and practices of leadership and management in health care delivery systems. It emphasizes concepts foundational to resource allocation and utilization in managing the delivery of care and integrates these concepts in the context of leadership and management roles in care management, clinical outcome improvements and interdisciplinary teamwork along the continuum of care. P: Junior standing in ANC program.

- NUR 493 Research and Scientific Inquiry III (2)**
 In this course, students synthesize the concepts of the research process by applying the research utilization model. Students design a proposal relevant to their current clinical setting. P: Senior standing in ANC program.
- NUR 494 Seminar in Professional Nursing (3)**
 This seminar is designed to facilitate transition from the student role to the professional nursing role. The content focuses on the reciprocal relationships among society, health care organizations, and the nursing profession. This course provides opportunities for students to explore trends and issues related to nursing, care management, and health care, and to build skills essential to shaping care environments and health policy. P: Senior standing in ANC program.
- NUR 496 Care Management and Outcomes Improvement for Complex Altered Health States (5)**
 This course concentrates on the care of clients (individual, family, aggregate, or community) with complex and/or multiple health problems. Students apply their knowledge of systems, dysfunction, pathophysiology, laboratory data, pharmacology, and treatment protocols in the process of providing, analyzing, and evaluating the care given to complex, multiple-problem and diverse populations. Emphasis is placed on the promotion, maintenance, and restoration of health and the prevention of complications in altered health states. Principles of leadership and change theory are integrated within the care management framework to plan a change project for improving an outcome or outcomes for a selected client. Clinical practicum designed to enhance didactic instruction. P: Senior standing in ANC program.
- NUR 497 Care Management and Outcomes Improvement for Complex Altered Health States Practicum (10)**
 Clinical practicum designed to enhance didactic instruction in NUR 496.

LEAP Curriculum

- NUR 108 RN Seminar (1) PS**
 The focus of this course is career development and linking career goals with strategies for achieving career success.
- NUR 224 Health Assessment (2) PS**
 Focuses on application of knowledge gained in previous courses to the physical, psychosocial and functional assessment of persons at various stages of lifespan development. Emphasizes the nurse's role in identifying and describing normal assessment findings using a cephalocaudal approach. P: BMS 111, BMS 303. CO: NUR 225.
- NUR 225 Health Assessment Lab (1) PS**
 Provides opportunities for students to apply knowledge gained in previous courses to the process of physical, psychosocial and functional assessment of persons at various stages of lifespan development. A hands-on approach is used to enable students to acquire the knowledge and skills necessary to perform a comprehensive health assessment and to describe normal findings. CO: NUR 224.
- NUR 252 Pathophysiology (3) S**
 Provides an overview of pathophysiological concepts across the lifespan. The course will address basic principles, processes, and concepts associated with common pathologies as well as the pathophysiological alterations related to body systems. P: BMS 111, BMS 303, NUR 224, NUR 225. CO: 253
- NUR 317 Professional Nursing Transition (2) S**
 Designed to validate prior learning and facilitate socialization into the baccalaureate-nursing role. Focuses on concepts and theoretical formulations basic to care management and outcome improvement in a variety of health care settings. Emphasizes the nurse's role in health promotion, maintenance and restoration throughout the lifespan. P: or Co: Admission to the LEAP Program, NUR 224, 225, 252, 320, 321. Co: NUR 318.
- NUR 318 Professional Practice Lab (2) S**
 Provides opportunities for students to validate clinical knowledge and skills acquired in associate degree or diploma nursing programs and from work experience. Facilitates socialization into the baccalaureate-nursing role. Focuses on concepts and theoretical formulations basic to care management and outcome improvement in a variety of health care settings. Emphasize the nurse's role in health promotion, maintenance and restoration throughout the lifespan. Co: NUR 317

- NUR 320 Informatics in Health Care (1) S**
Examines the historical, current, and anticipated future status of health care informatics. Emphasis is placed on current advances in computer technology and applications to education, communication, research and clinical practice. Co: NUR 321
- NUR 321 Informatics in Health Care Lab (1) S**
Provides practice in using a variety of computer applications in education, communication, research and clinical practice. Co: NUR 320
- NUR 353 Principles of Population-Based Health Care (3) I**
This course provides the student with basic principles of epidemiology and demographic measurement of populations in order to examine the distributive factors of health and disease needs in populations. Students will acquire the theory and tools for assessing a community, and planning, implementing, and evaluating health promotion and prevention interventions in collaboration with community representatives and other health care providers.
- NUR 354 Power, Politics, and Policy in Health Care (3) II**
Focuses on the understanding of the interplay and synthesis of power, politics, and policy in health care. It emphasizes the importance of nursing participation in the many spheres of political influence, including the workplace, government, professional organizations, and the community.
- NUR 377 Research for Health Professionals (3) I**
Addresses the development of beginning level skills in research utilization and critiquing. A variety of research studies taken from the professional and popular literature are examined.
- NUR 441 Nursing Care Management and Outcomes Improvement I (3) I**
Focuses on episodic health alternations throughout the lifespan and analysis of nursing's role in care management, clinical outcome improvement, resource utilization and interdisciplinary teamwork along the continuum of care. Emphasizes critical thinking and research as a foundation for clinical decision making. P: NUR 317, 318, 320, 321, 377, 353. Co: NUR 442.
- NUR 442 Care Management Lab I (4) I**
Provides clinical learning opportunities for students to apply concepts and principles of care management and outcome improvement to clients experiencing episodic health alterations throughout the lifespan. Emphasizes critical thinking and research as a foundation for clinical decision making. Co: NUR 441.
- NUR 461 Nursing Care Management & Outcomes Improvement II (3) II**
Focuses on health care management of high risk and chronically ill populations across the lifespan. Includes nursing's role in planning, implementing and evaluating therapeutic interventions to achieve optimal health outcomes for these target populations. Emphasizes critical thinking and research as a foundation for clinical decision making. P: NUR 441, Co: NUR 462
- NUR 462 Care Management Lab II (4) II**
Provides clinical learning opportunities for students to apply concepts and principles of care management and outcome improvement to high risk and chronically ill populations across the lifespan. Emphasizes critical thinking and research as a foundation for clinical decision making. Co: NUR 461
- NUR 478 Leadership for Care Management (2) II**
Focuses on the investigation, analysis and application of the principles and practices of leadership and management in health care delivery systems. It emphasizes concepts foundational to resource allocation and utilization in managing the delivery of care, and integrates these concepts in the context of leadership roles in care management, clinical outcome improvement, and multidisciplinary teamwork.
- NUR 490 Data Management Lab (1) II**
Application of information technology to analyze and improve care management outcomes. P: NUR 320, 321

Graduate-level courses (600-700-series courses, open only to graduate students) offered by the Department of Nursing are listed in the Graduate School issue of the *Creighton University Bulletin*.

OCCUPATIONAL THERAPY (OTH)

A description of this program is found in the *School of Pharmacy and Allied Health Professions Bulletin*.

PHARMACOLOGY (PHR)

Offered by the Department of Pharmacology of the School of Medicine

PHR 241 Pharmacology I (5)

A comprehensive coverage of the major drug groups and their mechanisms. The emphasis is on human pharmacology and the rational basis for therapeutics. Specific drug classes will be discussed with emphasis on mechanism of action, organ systems affected by the drugs, their pharmacokinetics, therapeutic indications, untoward effects, contraindications and drug-drug interactions. P: DC.

PHR 242 Pharmacology II (5)

Continuation of PHR 241. P: PHR 241.

PHR 531 Chemical Basis of Drug Action I (3) I

The chemical basis for drug action in vivo and in vitro. General chemical principles, physiochemical properties and drug-receptor interactions are used to derive structure-activity relationships for important drug classes permitting the understanding of the pharmacological and biopharmaceutical profiles of currently available drug products. Provides a basis for predicting biological properties and activities of future products. P: DC.

PHR 532 Chemical Basis of Drug Action II (3) 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 Gr. stdg. & 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 Gr. stdg. & DC.

PHILOSOPHY (PHL)

Professors Murray (Chair); John Carlson, Dougherty, and Feezell; *Associate Professors* P. Fleming (Acting Associate Dean, Arts and Sciences), Krettek, Schuler, Selk, W. Stephens, and R. White; *Assistant Professors* M. Brown, Buck, K. Graham, and Haley; *Lecturers* Conces, Connor, Huschle, Mohr, Schultz, Tramel, and Weber.

Philosophy Requirements

Arts and Sciences students will follow the requirements of the CORE Curriculum described on pages 93-97. Specific requirements for students in Nursing are listed on pages 126-133. Specific requirements for students in Business Administration are listed on pages 113-125.

Prerequisites

There are no prerequisites for PHL 107 or 201. The introductory philosophy course (PHL 107 or 109) is a prerequisite for all other philosophy courses at the 200-level and above with the exception of PHL 201.

The Field of Concentration

Concentration major: The requirements are thirty-six semester hours in philosophy, which may be satisfied in one of two ways: the history track or the problems track.

History Track: Philosophy 107 or 109; 250 or 253; 201 (or a more advanced logic course); Philosophy 320 or 323; Philosophy 370; 372; 373; one of the following three courses: Philosophy 321, 331, or 342; Philosophy 492; one of the following courses in the history of philosophy: PHL 311, 359, 366, 367, 371, 374, 410, 459, 461, 462, 463, 465, 467, 469, 480, 481; two additional upper-level courses. No more than one course that is cross-listed as an SRP course may be used as a philosophy elective.

Problems Track: PHL 107 or 109; 250 or 253; 201 (or a more advanced logic course); Philosophy 320 or 323; Philosophy 321; 331; 342; one of the following three courses: Philosophy 370, 372, or 373; Philosophy 492; one of the following courses in the problems of philosophy: PHL 309, 317, 328, 333, 334, 340, 343, 348, 354, 355, 356, 357, 358, 424, 430, 440, 450, 451, 453, 455, 479; two additional upper-level courses. No more than one course that is cross-listed as an SRP course may be used as a philosophy elective.

Total hours for a major in philosophy: specified hours—27; elective hours—9; total hours—36.

Philosophy as a co-major: For students who wish to co-major in philosophy as they major in another discipline, the concentration in philosophy requires 24 hours: Philosophy 107 or 109; 250 or 253; Philosophy 201 (or a more advanced logic course); Philosophy 320 or 323; Philosophy 370 or 372 or 373; and Philosophy 321 or 342 or 331, plus six additional hours of philosophy courses, chosen to complement the student's total program. No more than one course that is cross-listed as an SRP course may be used as a philosophy elective.

Total hours for a co-major in philosophy: specified hours—18; elective hours—6; total hours—24.

Supporting courses: None required. Study of a modern foreign language is recommended.

- PHL 107 Critical and Historical Introduction to Philosophy** (3) I, II, S
Introduction to Western Philosophy through reading and critical discussion of classic texts selected from each of Ancient, Medieval, Modern, and Contemporary periods of philosophy, and relation of problems raised by these texts to the current human condition. Study of the nature of philosophy, the nature of knowledge, and the nature of reality. Introduction to basic principles of logic and concepts of critical thinking, including recognition of fallacies and construction and evaluation of arguments. Required of all students in Arts and Sciences, Business Administration, and Nursing under the new curriculum, beginning with the freshman class in the 1993 Fall Semester.
- PHL 109 Honors Critical and Historical Introduction to Philosophy** (3) I or II
Same as PHL 107 except the course will use more advanced readings and require more writing. P: Acceptance into the Honors Program.
- PHL 147 Introduction to Critical Thinking** (3) I, II
An encounter with logic as an eminently practical and down-to-earth discipline meant to be used in everyday social and business interaction, intended to introduce business students to the basic and indispensable skills of deliberative thinking, with an eye toward application in speaking and writing. Required of all students in business administration under the new curriculum, beginning with the Freshman class in the 1993 Fall Semester. P: Enrollment in the College of Business Administration.
- PHL 201 Introduction to Logic** (3) OD
A formal study of reasoning and argument encountered in writing. Topics include: schematization of arguments, categorical logic, Venn diagrams, propositional logic, truth tables, inductive logic, validity, soundness, and forms of inference.
- PHL 202 Informal Logic** (3) OD
A practical study of argument and critical thinking, including an examination of how to recognize and evaluate arguments encountered in everyday media, and how to construct one's own arguments. Topics include: deduction, induction, validity, soundness, criticizing premises, clarifying meaning, uses of language, definition, conceptual theories, informal fallacies, conceptual analysis, causal arguments, analogical arguments, and normative arguments.
- PHL 250 Philosophical Foundations for Ethical Understanding** (3) I, II, S
Consideration of the foundations of morality; theories of virtue and of moral obligation; principles and rules; application of theories to specific contemporary moral problems, including issues of domestic diversity. This course is in the new curriculum. The new curriculum is designated for freshman students who enrolled in Fall 1993 or later. P: PHL 107 or PHL 109.
- PHL 253 Honors Philosophical Foundations for Ethical Understanding** (3) I or II
Same as PHL 250 except the course will use more advanced readings and require more writing. P: PHL 107 or 109, acceptance into the Honors Program.

- PHL 309 Meaning in America (3) OD**
 Examination of alternative sources of values in contemporary America. Emphasis will be placed on understanding both the value pluralism of American society and the person's need to articulate and embrace a life's meaning. Strategies for criticism of various contemporary lifestyles will be examined and central dimensions of making intelligent personal choices will be explored. P: PHL 107 or 109, and one of the following: (a) any other 200-level philosophy course (except PHL 201), (b) THL 250, or (c) PHL 320 or 323.
- PHL 311 Utopian Thought (3) OD**
 Examination of some of the classical and contemporary utopian authors: Plato, More, Bellamy, Orwell, and Wright. Some attention to the history of American communal experiments, especially the Hutterite Society. Examination of the philosophical underpinnings of utopianism: questions of class structure, liberty, property, labor, privacy, and implications for a theory of the person and society. P: PHL 107 or 109, Jr. stdg., and one of the following: (a) any other 200-level philosophy course (except PHL 201), (b) THL 250, or (c) PHL 320 or 323.
- PHL 312 Symbolic Logic (3) OD**
 Study of the historical development of logic; the nature of formal systems; truth tables; the method of deduction; propositional calculus; monadic and polyadic predicate logic and first order general predicate logic; axiomatics; introduction to set theory; metalogical problems. P: PHL 107 or 109, and one of the following: (a) any other 200-level philosophy course (except PHL 201), (b) THL 250, or (c) PHL 320 or 323.
- PHL 313 Philosophy and Literature (3) OD**
 Examination of philosophical concepts and issues crucial to understanding and appreciating works of great literature. Examination of philosophical themes within great literary works and/or literary aspects of important philosophical works. P: PHL 107 or 109, and one of the following: (a) any other 200-level philosophy course (except PHL 201), (b) THL 250, or (c) PHL 320 or 323.
- PHL 317 Philosophy of Sport (3) OD**
 Philosophical examination of the nature, meaning, and significance of sport, with special emphasis on the relationships among sport, play, and game. Investigation of ethical issues in sport, including sportsmanship, cheating, drug-testing, sexual equality, competition, and winning. Treatment of the relation of sport to social-political and aesthetic issues. P: PHL 107 or 109, and one of the following: (a) any other 200-level philosophy course (except PHL 201), (b) THL 250, or (c) PHL 320 or 323.
- PHL 320 God and Persons: Philosophical Reflections (3) I, II, S**
 This course examines, from the viewpoint of rational inquiry, questions concerning God (classic and contemporary arguments on the existence of God and contemporary atheism and agnosticism, the nature of God, approaches toward God, the problem of evil in the light of belief in God) and human personhood (freedom and determinism, human destiny, the meaning of human life). P: PHL 107 or 109; So. stdg.
- PHL 321 Epistemology (3) I or II**
 Advanced study of human knowledge. Examination of the sources of knowing in reason and sense, grounds for establishing the validity of claims to know, the relationships between various sciences and other methods and ways of knowing. P: PHL 107 or 109, Jr. stdg., and one of the following: (a) any other 200-level philosophy course (except PHL 201), (b) THL 250, or (c) PHL 320 or 323.
- PHL 323 Honors God and Persons: Philosophical Reflections (3) I or II**
 Same as PHL 320 except the course will use more advanced readings and require more writing. P: PHL 107 or 109; So. stdg.; acceptance into the Honors Program.
- PHL 325 The Ostracism of God and Modern Atheism (3) OD**
 An examination of the historical origins, theoretical foundations, and internal logic of modern atheism. P: PHL 107 or 109, and one of the following: (a) any other 200-level philosophy course (except PHL 201), (b) THL 250, or (c) PHL 320 or 323.
- PHL 328 Philosophy of History (3) OD**
 Examination of some speculative theories about the direction of history from Plato to contemporary authors. Examination of the critical philosophy of history which considers the nature and status of historical knowledge and methods. P: PHL 107 or 109, and one of the following: (a) any other 200-level philosophy course (except PHL 201), (b) THL 250, or (c) PHL 320 or 323.

- PHL 331 Moral Philosophy (3) OD**
Advanced study of contemporary ethical theories, significant features of the moral life, and applications of both to contemporary moral problems. P: PHL 107 or 109, Jr. stdg., and one of the following: (a) any other 200-level philosophy course (except PHL 201), (b) THL 250, or (c) PHL 320 or 323. Certified Writing Course.
- PHL 333 Philosophy of the Human Sciences (3) OD**
Examination of the methodology of the human sciences (e.g., psychology, sociology, political science) and comparison of this methodology with that of the natural sciences. Examination of Continental and Anglo-American criticisms, phenomenological social sciences, hermeneutics, and critical theory. P: PHL 107 or 109, and one of the following: (a) any other 200-level philosophy course (except PHL 201), (b) THL 250, or (c) PHL 320 or 323.
- PHL 334 Philosophy of the Natural Sciences (3) OD**
Investigation of basic concepts in natural science and of the elements of scientific inquiry — law, theory, causality, probability, confirmation and disconfirmation, proof, and scientific change. The history of the natural sciences, especially of the scientific revolution of the 16th and 17th centuries, is used as the context for analyzing these concepts. P: PHL 107 or 109, and one of the following: (a) any other 200-level philosophy course (except PHL 201), (b) THL 250, or (c) PHL 320 or 323.
- PHL 340 (217) Aesthetics (3) OD**
Examination of fundamental questions concerning art: The origins of art; the aims and purposes of art; the evaluation of art; the notion of beauty; truth in art; censorship, pornography, and art; the value of art. P: PHL 107 or 109, and one of the following: (a) any other 200-level philosophy course (except PHL 201), (b) THL 250, or (c) PHL 320 or 323. Students who have taken PHL 217 cannot receive credit for PHL 340.
- PHL 342 Metaphysics (3) I or II**
Advanced study of the philosophy of being, the most general study of reality and its constitutive parts; examination of traditional and contemporary positions on the existence and nature of God, the ultimate character of matter and mind, the nature of being and becoming. P: PHL 107 or 109, and one of the following: (a) any other 200-level philosophy course (except PHL 201), (b) THL 250, or (c) PHL 320 or 323.
- PHL 343 Ethics and the Professions (3) OD**
Examination of the moral dimensions of the role of the professional in contemporary society with emphasis on the professional-client relationship and the professional's social obligations. Specific moral problems in the various professions will be covered, especially in medicine and law. P: PHL 107 or 109, and one of the following: (a) any other 200-level philosophy course (except PHL 201), (b) THL 250, or (c) PHL 320 or 323.
- PHL 348 Philosophy of Feminism (3) OD**
An examination of a number of philosophical approaches, such as those rooted in existentialism, liberalism, and Marxism, to issues concerning gender. Topics from fields such as ethics, politics, philosophy of law, epistemology, and philosophy of science will be addressed. P: PHL 107 or 109, and one of the following: (a) any other 200-level philosophy course (except PHL 201), (b) THL 250, or (c) PHL 320 or 323.
- PHL 353 Introduction to Buddhism (3) OD (Same as THL 353)**
Origin and development of Buddhism's basic doctrines and beliefs. The different schools of Buddhist traditions, and the changes as Buddhism spread from India through China and Japan to the West. How Buddhist teachings are practiced in daily life. P: PHL 107 or 109, and one of the following: (a) any other 200-level philosophy course (except PHL 201), (b) THL 250, or (c) PHL 320 or 323. Certified Writing Course and Global Studies Course.
- PHL 354 Environmental Ethics (3) OD (Same as EVS 354)**
Critical study of the anthropocentrism-nonanthropocentrism debate and the individualism-holism debate and how they affect each other in the context of the determination of ecological value. If anthropocentrism is in some ways defective, what implications do these defects have for our moral obligations to animals, plants, waters, soil, future generations, species, ecosystems, and the planet? P: Jr. stdg.; PHL 107 or 109, and PHL 250 or 253.
- PHL 355 Science, Technology, and Values (3) OD**
Investigation of ethical issues raised by science and technology in such areas as change of the environment, governmental control of population, restrictions on scientific research, technology assessment, work in a technological society, and genetic manipulation. Also, consideration of science and technology themselves as values, their dominance in our culture and some of the effects of that dominance on other values. P: PHL 107 or 109, Jr. stdg., and one of the

following: (a) any other 200-level philosophy course (except PHL 201), (b) THL 250, or (c) PHL 320 or 323.

- PHL 356 Philosophy of Peace and War (3) OD**
Examination of philosophical issues related to peace and war. Emphasis on an analysis of the traditional just war theory and on the more extreme alternatives of pacifism and the “war is hell” doctrine. P: PHL 107 or 109, Jr. stdg., and one of the following: (a) any other 200-level philosophy course (except PHL 201), (b) THL 250, or (c) PHL 320 or 323.
- PHL 357 Bioethics (3) I or II**
An examination of various moral problems raised by new scientific and medical knowledge and power. Emphasis is placed on developing an ethical framework to help resolve moral issues related to the doctor-patient relationship, research with human subjects, suicide, euthanasia, abortion, new genetic technologies, allocation of scarce medical resources, etc. P: PHL 107 or 109, Jr. stdg., and one of the following: (a) any other 200-level philosophy course (except PHL 201), (b) THL 250, or (c) PHL 320 or 323. Certified Writing Course.
- PHL 358 Social and Political Philosophy (3) OD**
Critical study of classical and contemporary theories concerning the nature and value of social and political institutions such as the state, the family, and civil society. Examination of the nature and application of political ideals such as justice, freedom, equality, and community. P: PHL 107 or 109, and either (a) PHL 250 or 253 or (b) THL 250. Students who have taken PHL 258 cannot receive credit for PHL 358. Certified Writing Course.
- PHL 359 History of Ethics (3) OD**
Examination of the history of Western ethical theory from ancients to contemporary philosophers. Emphasis on primary sources. P: PHL 107 or 109, and one of the following: (a) any other 200-level philosophy course (except PHL 201), (b) THL 250, or (c) PHL 320 or 323.
- PHL 366 St. Thomas and Thomism (3) OD**
Study of the philosophy of St. Thomas Aquinas and the subsequent history of Thomistic philosophy, especially in twentieth-century scholarship. Special emphasis on Thomistic metaphysics, anthropology, ethics, and political thought. P: PHL 107 or 109, and one of the following: (a) any other 200-level philosophy course (except PHL 201), (b) THL 250, or (c) PHL 320 or 323.
- PHL 367 American Philosophy (3) OD**
Surveys some of the works of significant figures in philosophy in America, both past and present. Includes classical American philosophy as well as important individuals outside that tradition. Focuses primarily on metaphysical and epistemological themes. P: PHL 107 or 109, and one of the following: (a) any other 200-level philosophy course (except PHL 201), (b) THL 250, or (c) PHL 320 or 323.
- PHL 370 History of Classical Greek Philosophy (3) I or II (Same as CNE 370)**
Examination of the origins and development of Western philosophy during the Classical period in ancient Greece; the pre-Socratics; Socrates and the Sophists; substantial study of the works of Plato and Aristotle. P: PHL 107 or 109, and one of the following: (a) any other 200-level philosophy course (except PHL 201), (b) THL 250, or (c) PHL 320 or 323.
- PHL 371 History of Hellenistic Philosophy (3) OD (Same as CNE 371)**
Examination of the development of Western philosophy after Aristotle during the Hellenistic period in ancient Greece and imperial Rome. The study of Epicureanism (pleasure is the highest good), Stoicism (living in agreement with nature is the highest good), Skepticism (peace of mind is gained by suspending one’s judgment on all dogmatic claims to truth), and Neo-Platonism. P: PHL 107 or 109, and one of the following: (a) any other 200-level philosophy course (except PHL 201), (b) THL 250, or (c) PHL 320 or 323. Certified Writing Course.
- PHL 372 History of Medieval Philosophy (3) I or II**
Study of St. Augustine and the development of Scholasticism; the Arab commentators; the achievements of St. Thomas Aquinas; Duns Scotus; William of Ockham and the rise of nominalism. P: PHL 107 or 109, and one of the following: (a) any other 200-level philosophy course (except PHL 201), (b) THL 250, or (c) PHL 320 or 323. Certified Writing Course.
- PHL 373 History of Modern Philosophy (3) I or II**
Study of the development of Western philosophy from Descartes through Kant (1600-1800); examination of the central figures of Continental rationalism and British Empiricism, and the critical philosophy of Kant. P: PHL 107 or 109, and one of the following: (a) any other 200-level philosophy course (except PHL 201), (b) THL 250, or (c) PHL 320 or 323. Certified Writing Course.

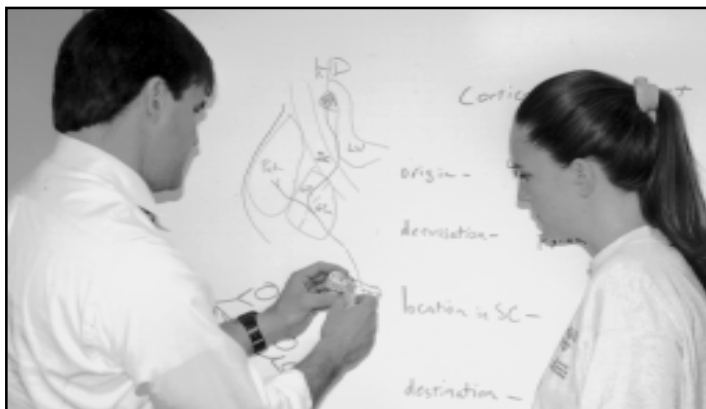
- PHL 374 History of 19th-Century Philosophy (3) II**
Study of important nineteenth-century philosophers such as Hegel, Feuerbach, Marx, Comte, Kierkegaard, Nietzsche, and Mill; themes include idealism, existentialism, Marxism, and utilitarianism. P: PHL 107 or 109, and one of the following: (a) any other 200-level philosophy course (except PHL 201), (b) THL 250, or (c) PHL 320 or 323.
- PHL 401 Themes in Contemporary Philosophy (3) OD**
Examination of topics in philosophy as selected by the professor. Themes are chosen to highlight new developments in philosophy, contemporary expressions of traditional philosophical movements, or recent trends in specific philosophical traditions. Course will be subtitled in the Schedule of Courses. May be repeated to a limit of six hours. P: PHL 107 or 109, and one of the following: (a) any other 200-level philosophy course (except PHL 201), (b) THL 250, or (c) PHL 320 or 323.
- PHL 403 Honors Philosophy Seminar (OD) (Same as HRS 403)**
Topical approach to select problems in philosophy. Course will be subtitled in the Schedule of Courses. May be repeated to a limit of six hours.
- PHL 410 Stoicism (3) OD (Same as CNE 410)**
Study of the philosophy originated by Zeno of Citium in the *Stoa Poikile* in Athens around 300 BCE and the influence of Stoicism in the history of Western philosophy. Investigation of the Stoic system of physics, logic, and ethics; the doctrines of naturalism, rationalism, fatalism, providence, cosmopolitanism, autarky, *apatheia*, and suicide. Possible topics include philosophy of mind, philosophy of language, freedom and determinism, and political philosophy. Certified Writing Course.
- PHL 420 Science and Religion (3) OD (Same as SRP/THL 420)**
This course explores the relationship between science and religion from three perspectives: philosophy of science, scientific theories, and theology. Issues to be studied include: reductionism vs. emergentism, the relationship between God and world (including creation and evolution), the Galileo affair, and Darwin and design. P: Sr. Stdg. Certified Writing Course.
- PHL 424 Philosophy of Mind (3) OD**
Advanced study of philosophical writings on the relation between mental states and concomitant brain states. Examination of this problem in terms of its history and cultural significance, the metaphysical and methodological assumptions of proposed solutions, and attempts to adjudicate meta-theoretic conflict among said proposals. P: PHL 107 or 109, and one of the following: (a) any other 200-level philosophy course (except PHL 201), (b) THL 250, or (c) PHL 320 or 323.
- PHL 430 Rationality and Religious Belief (3) OD**
An advanced study of central issues in the philosophy of religion, with special emphasis on contemporary discussions of traditional issues, including extended treatment of the faith-reason controversy in light of recent developments in epistemology. P: PHL 107 or 109, and one of the following: (a) any other 200-level philosophy course (except PHL 201), (b) THL 250, or (c) PHL 320 or 323.
- PHL 435 Literature, Philosophy, and Economics: Critical Representations of Commercial Life (3) OD (Same as ENG/SRP 435)**
This course will explore how literary, philosophical, and economic texts can reveal basic commercial forms such as the commodity, wage, labor, and capital, whose consequences for social justice we will consider. P: Sr. Stdg.
- PHL 440 Legal Philosophy (3) OD**
Examination of classical and contemporary views on the nature of law. Examination of the functions of law, ways it is created and changed by emerging social conditions, and concepts of justice and punishment. P: PHL 107 or 109, and one of the following: (a) any other 200-level philosophy course (except PHL 201), (b) THL 250, or (c) PHL 320 or 323.
- PHL 450 Philosophy and Commercial Societies (3) OD**
Course historically and evaluatively studies philosophers' views on the social impact of labor, money, and trade. Consideration of whether commerce shapes philosophy. P: PHL 107 or 109, Jr. stdg., and one of the following: (a) any other 200-level philosophy course (except PHL 201), (b) THL 250, or (c) PHL 320 or 323. Certified Writing Course.
- PHL 451 Social Justice: Theory and Practice (3) OD**
Examination of various principles of social justice in conjunction with direct social involvement through community services. P: PHL 107 or 109, written IC, and one of the following: (a) any other 200-level philosophy course (except PHL 201), (b) THL 250, or (c) PHL 320 or 323.

- PHL 453 Ethics and Public Policy (3) OD**
Examination of value-laden issues which underlie the formation and implementation of public policy. Exploration of the relationship between abstract ethical principles and concrete public policy problems in the context of currently troubled environmental, biomedical, education, and social policies. P: PHL 107 or 109, Jr. stdg., and one of the following: (a) any other 200-level philosophy course (except PHL 201), (b) THL 250, or (c) PHL 320 or 323.
- PHL 455 Health Care, Society and Values (3) OD**
Philosophical examination of moral issues in medicine with emphasis on the social dimensions of health care and its delivery. Consideration of questions of justice, rights to health care, the social nature of health and disease, etc. P: PHL 107 or 109, Jr. stdg., and one of the following: (a) any other 200-level philosophy course (except PHL 201), (b) THL 250, or (c) PHL 320 or 323.
- PHL 457 Biomedical Ethics: Philosophical and Theological Approaches (3) OD (same as HAP/SRP/THL 457)**
An exploration of relations between philosophical and theological conceptions of ethics and moral methodologies, together with an application of the latter to select issues in biomedicine and health care policy. P: PHL or THL 250 and Sr. stdg. Certified Writing Course.
- PHL 459 Marxism (3) OD (Same as PLS 459)**
Marx provided some of our most important intellectual tools for understanding the society we live in while at the same time providing one of the most compelling challenges to our traditional ways of understanding ourselves, our society, and the future. This course examines the philosophy of Karl Marx, the historical evolution of Marxism, and its impact on contemporary thought. P: PHL 107 or 109, and one of the following: (a) any other 200-level philosophy course (except PHL 201), (b) THL 250, or (c) PHL 320 or 323.
- PHL 460 Selected Topics in Ancient Philosophy (3) OD (Same as CNE 460)**
Topical approach to selected problems or themes in ancient philosophy, or focus on an individual philosopher or school of philosophy. Course will be subtitled in the Schedule of Courses. May be repeated to a limit of six hours.
- PHL 461 The Role of Philosophy in Theology (3) OD (Same as THL 461)**
Examination of the relation between philosophy and theology; their different ways of thinking about God and Revelation; the role that philosophy has played and can play in the development of theological thought; the impact that theological ideas have had on philosophical thought; and the interplay between faith and reason. P: PHL 107 or 109, Jr. stdg., two 100-299 level THL courses, and one of the following: (a) any other 200-level philosophy course (except PHL 201), (b) THL 250, or (c) PHL 320 or 323.
- PHL 462 The Thought of John Paul II (3) OD**
Intensive study of the thought of Karol Wojtyla/Pope John Paul II; focus on themes adumbrated in the pre-papal, philosophical writings and developed in papal encyclicals: dignity of the human person; relation between freedom and truth; proper relationship between individual and community; responsibility in sexual love. P: Jr. stdg.; PHL 320; PHL or THL 250. Certified Writing Course.
- PHL 463 Phenomenology (3) OD**
Examination of the central themes of phenomenology as a method and a movement, including the ideal of a presuppositionless philosophy, the thesis of the natural standpoint and phenomenological reduction, the method of imaginative or eidetic variation, the intuition of essences, the concepts of intentionality, constitution, and the life-world. Emphasis on the major figures of phenomenology, including Husserl, Heidegger, Sartre, and Merleau-Ponty. P: PHL 107 or 109, and one of the following: (a) any other 200-level philosophy course (except PHL 201), (b) THL 250, or (c) PHL 320 or 323.
- PHL 465 American Pragmatism (3) OD**
Examination and critical evaluation of the major works and themes of the American pragmatists: C. S. Peirce, William James, and John Dewey. Includes an examination of their relation to other philosophers. P: PHL 107 or 109, and one of the following: (a) any other 200-level philosophy course (except PHL 201), (b) THL 250, or (c) PHL 320 or 323.
- PHL 467 Existentialism (3) OD**
Examination of major existentialist philosophies and themes including the works of Kierkegaard and Nietzsche; the development of twentieth-century existentialism; examination of the works of authors such as Heidegger, Jaspers, Marcel, Sartre, Buber, Camus, Unamuno. P: PHL 107 or 109, and one of the following: (a) any other 200-level philosophy course (except PHL 201), (b) THL 250, or (c) PHL 320 or 323.

- PHL 469 Contemporary Analytic Philosophy (3) OD**
Survey of the 20th century analytic movement including the thought of Russell, Moore, and Wittgenstein; logical positivism and logical atomism; recent Anglo-American philosophical analysis. P: PHL 107 or 109, and one of the following: (a) any other 200-level philosophy course (except PHL 201), (b) THL 250, or (c) PHL 320 or 323.
- PHL 479 The Philosophy of Love and Sex (3) OD**
A philosophical investigation of the nature of love, the different kinds of love, the relationship between love and beauty, and between love and sex. P: PHL 107 or 109, and one of the following: (a) any other 200-level philosophy course (except PHL 201), (b) THL 250, or (c) PHL 320 or 323.
- PHL 480 Philosophical Classics (3) OD**
An intensive examination and comparison of two major texts in the history of philosophy—for example, Aristotle's *Nicomachean Ethics* and Spinoza's *Ethics*; or Plato's *Republic* and Rousseau's political writings. May be repeated to a limit of six hours. P: PHL 107 or 109, and one of the following: (a) any other 200-level philosophy course (except PHL 201), (b) THL 250, or (c) PHL 320 or 323.
- PHL 481 A Major Philosopher (3) OD**
An intensive examination of the work of one major philosopher. Examples might include Aristotle, Hume, Spinoza, or Kant. May be repeated to a limit of six hours. P: PHL 107 or 109, and one of the following: (a) any other 200-level philosophy course (except PHL 201), (b) THL 250, or (c) PHL 320 or 323.
- PHL 492 Senior Seminar for Majors (3) II**
Required seminar for all graduating philosophy majors. A review of the history and problems of philosophy and a final integrating philosophical experience for seniors. P: Senior PHL major or IC.
- PHL 493 Directed Independent Readings (1-4) OD**
Subject matter and method to be worked out individually. P: PHL 107 or 109, IC, and one of the following: (a) any other 200-level philosophy course (except PHL 201), (b) THL 250, or (c) PHL 320 or 323. May be repeated to a limit of six hours.
- PHL 495 Directed Independent Study (1-4) OD**
Projects on philosophical issues or problems which are not primarily carried out through directed readings. P: PHL 107 or 109, IC, and one of the following: (a) any other 200-level philosophy course (except PHL 201), (b) THL 250, or (c) PHL 320 or 323. May be repeated to a limit of six hours.
- PHL 593 Advanced Readings in Philosophy (1-4) OD**
Independent readings course worked out individually for the student. May be repeated to a limit of six hours. P: PHL major or co-major.

PHYSICAL THERAPY (PDT)

A description of this program is found in the *School of Pharmacy and Allied Health Professions Bulletin*.



PHYSICS (PHY)

Associate Professor Kennedy (Chair); Professors Cipolla and Zepf; Associate Professors Cherney and Seger; Assistant Professors Horner, Loucks, McShane, and Nichols; Adjunct Associate Professor Wagener; Adjunct Instructors Kriegler and Stuva.

The Physics Core

All physics majors, double-majors, and co-majors are required to include the following physics core courses in their programs: PHY 211, 212, 301, 302, 331, 332, 471 and 481. They are also required to complete the following support courses in mathematics: MTH 245, 246 and 347.

The Field of Concentration for the Degree of Bachelor of Science (B.S.)

Physics Major—Regular Program:

This program provides the necessary preparation for entry-level work as a physicist in government or industry. It also prepares students for entry-level work or graduate study in a wide variety of interdisciplinary science and engineering fields including astronomy, astrophysics, computational physics, geophysics, planetary science, electrical engineering, nuclear engineering, etc. Also, the program is highly recommended for any career in which a liberal arts degree with a concentration in physics may be desirable—scientific writing and reporting, criminology, patent law, scientific equipment sales, high-school physics teaching (when combined with the required education courses)—to name just a few. Students should work closely with their advisors in choosing electives to prepare for specific career goals.

Concentration Major: Thirty-two semester hours of courses consisting of the Physics Core (PHY 211, 212, 301, 302, 331, 332, 471, 481) plus Physics 531, 541, and at least four semester hours selected from Physics 491 or 497 (one semester hour), 521, 561, 562, 571, and 572.

Supporting Courses: Mathematics 245, 246, and 347. Additional course work in physics, mathematics, computer science, chemistry, biology, or other sciences is recommended. Choices will depend on the specific career plans and interests of the student.

Physics Major — Health Sciences Program:

This program is intended for students desiring to major in physics as undergraduate preparation for a career in medicine or other health-care profession. The program requires a broad foundation in the sciences including biology, chemistry, mathematics, and physics as well as the breadth of knowledge and experience provided by the Creighton liberal arts core. The program includes the courses required for admission to medical school as well as for graduate study and research in medical physics and a growing number of related fields.

Concentration Major: Thirty-two semester hours of courses consisting of the Physics Core (PHY 211, 212, 301, 302, 331, 332, 471, 481) plus Physics 351, 491, 497, 562, and at least three additional semester hours of physics at the 500 level approved by the major advisor.

Supporting Courses: Mathematics 245, 246, 347; Chemistry 207, 208, 321, 322, 323, 324; Biology 211, 212 and at least one additional course in biology at the 300 level or above approved by the major advisor.

Physics as a Co-Major

For students majoring in another discipline who wish to have a co-major in physics, the physics concentration requires twenty-five semester hours of courses consisting of the Physics Core (PHY 211, 212, 301, 302, 331, 332, 471, 481), and three additional hours at the 400 or 500 level.

The Field of Concentration for the Degree of Bachelor of Science in Physics (B.S.PHY)

This degree program provides a strong foundation for careers in the rapidly developing high-technology industries. It is highly recommended as preparation for graduate work in physics. It also prepares students for graduate study in most engineering fields without requiring the early specialization, typical of undergraduate engineering programs, that can greatly reduce career options.

Concentration Major: Forty-two semester hours of courses consisting of the Physics Core (PHY 211, 212, 301, 302, 331, 332, 471, 481) plus Physics 491, 497, 521, 531, 541, 561, 562, 571, and 572. Physics 551 is highly recommended.

Supporting Courses: Mathematics 245, 246, 347, and either Chemistry 207 and 208 or six semester hours selected from Mathematics 529, 543, 545, and 561. Additional course work in mathematics, computer science, chemistry, or other sciences is recommended. Courses selected will depend on specific career goals.

Physics/Engineering Dual Degree Program with Washington University

Students completing this program receive a B.S. degree with a major in physics from Creighton University and a B.S. degree in a chosen engineering field from Washington University in St. Louis, Missouri. The program combines the personalized environment of a liberal arts college with the advanced technical program of a college of engineering.

Students normally spend three years at Creighton before moving to Washington University for two additional years. Students who spend three years at Creighton can complete 106 of the 128 hours needed for the Creighton degree, including Core Curriculum requirements, pre-engineering requirements, physics supporting course requirements, and twenty-eight of the thirty-two required hours of upper division physics.

Students move to Washington University for two additional years of study beginning in their senior year. In the typical program at Washington University, 22 hours of the courses taken will be applied to complete the Creighton Bachelor of Science degree with a major in physics and will include four physics-related hours approved by the Creighton physics advisor. The program will also include the prescribed engineering courses determined by the engineering field selected. Upon satisfactory completion of the program, the student will have received a B.S. degree with a major in physics from Creighton University and a B.S. degree in an engineering field from Washington University.

A curriculum grid for students who spend three years at Creighton University is shown with the Arts/Engineering Programs on pages 105-106. For additional information about this dual degree program, please contact the pre-engineering advisor in the Department of Physics.

- PHY 107 Introductory Astronomy** (3) I, II, S (Same as NSC 107)
Information about the solar system, stars, galaxies, and the universe; main methods by which this information has been acquired; how basic laws of physics have led to theories about cosmic processes, structure, and history. Some history of astronomy for better understanding modern views and demonstrating cultural impact of astronomical ideas. No formal science or mathematics prerequisites.
- PHY 108 Astronomy Laboratory** (1) I, II, S (Same as NSC 108)
Laboratory sessions to acquaint the student with basic phenomena, methods, and instrumentation important in astronomy.
- PHY 127 Sound and Music** (3) II (Same as NSC 127)
Basic course on the nature of sound, covering the generation, propagation and detection of sound, with particular applications to music. P: MTH 135 or 137 or IC.
- PHY 137 Light, Color, and Lasers** (3) I, S (Same as NSC 137)
A basic course on the nature of light and its applications; sources of light; wave-particle duality; lasers and holography; images and illusions; special effects; color variables and color vision. The subject of light is used as a basis to explore a wide range of physical phenomena and to examine the goals, methods and limitations of science. Since its essential characteristics are embodied in the postulates of relativity and quantum theory, light is seen to lie at the foundation of modern scientific thought. Course features many classroom demonstrations. No formal science or mathematics prerequisites.
- PHY 147 Einstein and Modern Physics** (3) I, PS (Same as NSC 147)
Historical and philosophical study of the reciprocal influences between Albert Einstein and the social and scientific communities of his time, including his changing attitude toward pacifism, his relationship to the Zionist movement, his philosophy of knowledge, his relationship with other scientists, and his basic contributions to science. No formal science or mathematics prerequisites.

- PHY 187 Introduction to Physics (3) I**
Basic physics concepts and principles in areas of motion, force and energy, liquids and gases, thermodynamics, electricity and magnetism, light, sound, and x-ray and nuclear radiations, with examples from daily life as illustrations. Includes practice in numerical solution of simple physics problems. P: MTH 135 or 137 or IC. No formal science prerequisites.
- PHY 188 Physics in the Everyday World (1) II (Same as NSC 188)**
Experimental investigation of physical concepts as applied to geology, astronomy, motion, fluids, electricity, magnetism, waves, and quantum physics. This course may be taken by itself or in combination with PHY 127, 137, 147, or 187. No formal science or mathematics prerequisites.
- PHY 195 Selected Topics in Physics (1-6) OD**
A physics project or special study in physics outside the normal curricular boundaries.
- PHY 211 General Physics I (4) I, II, S**
First semester of the general physics sequence. Lecture, discussion, laboratory. Topics include kinematics, Newton's laws of motion, conservation of momentum and energy, rotational dynamics, thermodynamics, and fluids. Basic calculus used. Background of HS Physics or PHY 187 strongly recommended. CO: MTH 245 or 141 or IC.
- PHY 212 General Physics II (4) I, II, S**
Continuation of PHY 211. Topics include oscillations, waves, optics, electricity and magnetism, DC and AC circuits, modern physics. Basic calculus used. P: PHY 211; MTH 245 or 141 or IC.
- PHY 301 Modern Physics (3) I**
An introduction to relativity and quantum physics. Special theory of relativity; quantization of electrical charge, energy and light; Bohr model of the atom; wave aspect of particles; wave-particle duality; Schroedinger equation in one dimension; applications of relativity and quantum theory in atomic, nuclear, and elementary particle physics. P: PHY 212; MTH 246.
- PHY 302 Modern Physics Laboratory (1) I**
Laboratory work designed to acquaint the student with the quantization of electrical charge, energy and light, and the wave aspect of particles. 3L. CO: PHY 301.
- PHY 331 Physical Optics (3) II**
Mathematical representation of waves; interference, diffraction and polarization; coherence and incoherence; lasers; Fourier analysis and synthesis. P: PHY 212; MTH 246.
- PHY 332 Optics Laboratory (1) II**
Experiments in geometrical and physical optics: interferometry; lasers and holography; analytical methods based on optical principles. 3L. CO: PHY 331.
- PHY 351 Physics in Medicine (3) I**
A review of basic physics as it applies to radiation and the human body followed by an overview of major topics in the field of medical physics: x-rays and their uses in medical imaging, physics of nuclear medicine imaging, ultrasound imaging, magnetic resonance imaging, radiation therapy for cancer, and radiation biology. P: PHY 212 or IC.
- PHY 471 Classical Mechanics (3) I**
Review of particle dynamics, the harmonic oscillator, rigid body mechanics, generalized coordinates; introduction to Lagrange's and Hamilton's equations. P: PHY 212; CO: MTH 347 or IC.
- PHY 481 Electricity and Magnetism (3) I**
Development of Maxwell's equations; Laplace's and Poisson's equations and boundary value problems; electromagnetic waves. P: PHY 212; MTH 347.
- PHY 491 Seminar (1) I, II**
Undergraduate seminar. Training in the organization and presentation of papers on advanced topics in physics. P: DC. May be repeated to a limit of three hours.
- PHY 493 Directed Independent Readings (1-3) I, II, S**
A readings project under the guidance of a member of the faculty. Credit by arrangement. P: IC. May be repeated to a limit of six hours.
- PHY 495 Directed Independent Study (1-3) I, II, S**
A study project under the guidance of a member of the faculty. Credit by arrangement. P: IC. May be repeated to a limit of six hours.

- PHY 497 Directed Independent Research (1-3) I, II, S**
A research project under the guidance of a member of the faculty. Credit by arrangement. P: IC. May be repeated to a limit of six hours.
- 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. P: PHY 212.
- PHY 531 Quantum Mechanics (3) II**
Development of the formalism of non-relativistic quantum mechanics; applications to the harmonic oscillator, the hydrogen atom, square-well potential, and scattering. P: PHY 301 & 471.
- PHY 541 Thermodynamics and Statistical Mechanics (3) II**
Laws of thermodynamics, thermodynamic variables, thermodynamic potentials; kinetic theory, distribution functions, classical and quantum statistics. P: PHY 212 or CHM 341; MTH 246.
- PHY 551 Mathematical Physics (3) II**
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 558 Relativity: The Special and General Theories (3) S (OD)**
Review of classical relativity (frames of reference); Einstein's special theory of relativity (length contraction, time dilation, mass dependence on speed, $E = mc^2$; Einstein's general theory of relativity (gravity, equivalence of gravitation and acceleration, deflection of light, time effects). P: PHY 212; MTH 246.
- PHY 561 Nuclear Physics (3) I**
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. P: PHY 301 and 302.
- 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. P: PHY 212; MTH 246; or IC.
- 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 or IC.
- PHY 595 Special Topics (3) OD**
A course treating physics topics of special interest. This course will be subtitled in the Schedule of Courses and may be repeated under different subtitles. P: IC.

Graduate-level courses offered by the Department of Physics are listed in the Graduate School issue of the *Creighton University Bulletin*.

POLITICAL SCIENCE AND INTERNATIONAL STUDIES (PLS)

Professor Wunsch (Chair); Associate Professors Evans, Mans (Associate Dean, Arts and Sciences), Meeks, Wise and T. Clark; Assistant Professors Crawford and Ramsden.

Prerequisites

Political Science 121 or 215 are normally prerequisites for other political science courses for a department major. PLS 310 must be completed by the end of the junior year.

The Fields of Concentration

Concentration Major in Political Science:

PLS 121, 215, 310, 491 or 492 and a minimum of twenty-one semester hours of additional political science courses at the 200-level and above as approved by the major adviser. At least one course must be taken in each of the subfields of the discipline—American government and politics, comparative politics, international relations, public policy and law, and political philosophy and theory; PLS 491—Senior Research Seminar is normally offered only in the fall semester.

Supporting courses: Each major must complete a departmentally-approved sequence of twelve hours at the 200 level or above in one department or topic area. Courses must be approved by the student's academic adviser, must be clearly related to the study of politics, and may not include courses used to fulfill general education requirements. Common support departments for political science are area studies (African or Latin American Studies, etc.) economics, sociology, history, journalism-mass communications, philosophy, management, and modern language.

Co-Major in Political Science: Students majoring in another department may complete a political science co-major by completing PLS 101 or PLS 215; 121; 310; and 15 hours of course work 200-level and above.

Concentration Major in International Studies

PLS 105, 121, 215, 310, 491 or 492; PLS 340; two courses from PLS 345, 347, or 472; one course from PLS 341, 342, 343, 440, 451, or 537; one course from PLS 319, 405, 410, 435; two comparative/area studies politics courses at the 300 level or above (PLS 301-317, 401, 410, 415); and a support area of four courses on an approved focus or theme. Support courses must be approved by the department advisor and may include credits earned as part of study abroad and in certain cases may include internship and senior capstone courses. Courses in the focus group may not include courses used to meet Core requirements and are ordinarily at the 300 level or higher. An upper-level course should be substituted for PLS 105 for students beginning the major in their junior year.

Mastery of a modern foreign language is strongly urged for International Studies students. Students interested in the International Studies major should indicate this when applying to the department.

Co-Major in International Studies: PLS 105, 215, six courses at the 200 level or higher: three in International Politics and three in Comparative Politics from the Department of Political Science and International Studies. Credits earned in study abroad and appropriate internship experience may be included. **Note:** Courses in International Politics include: PLS 340-347, 440-451, 537; Courses in Comparative Politics include PLS 301-319, 401-415, 435.

Political Science major with Specialization in Public Policy

Specialization in public policy provides students with a strong grounding in political science as a discipline and prepares them in the interdisciplinary area of public policy. The training has a strong emphasis on methodology and either economics or social policies and programs in its supporting requirements. Requirements: PLS 121, 215, 310, 491 or 492 (political science core); PLS 331, 433 (public policy core); three hours selected from PLS 332-337, 372, 435, 436, 438 (public policy electives); three hours selected from PLS 320, 322, 324, 325, 326; (American institutions electives); three hours of advanced work in comparative politics (300-400); three hours of advanced work in international relations (300-400); three hours of advanced work in political philosophy and theory (300-400); PLS 483 (Public Affairs Internship) is recommended.

Supporting Courses: Students will select one option as a support sequence. Economic Policy Option: ECO 203, 205; SOC 101; nine hours selected from ECO 303, 305, 315, 318, 353, 408, 413, 423, 433, 443, 518, 528, 538; FIN 343 and 361 and ACC 301. Social Policy Option: SOC 101; ECO 203, 205; nine hours selected from SOC 215, 223, 225, 235, 301, 307, 309, 317, 320, 321, 331, 341, 355, 411; SWK 261, 301, 371, 373; FIN 343. Students interested in the public policy concentration should indicate so when applying to the department.

Political Science Major with Specialization in Legal Studies

This specialization provides fundamental preparation in the discipline of political science and an understanding of law as a component of government and human social life as well as an examination of legal institutions. Based in a liberal arts tradition, this course sequence is appropriate preparation for students planning to attend law school or for students who may wish to pursue careers in other law-related positions such as court administration, legal investigation, public policy analysis or who wish to seek graduate education in criminal justice, dispute resolution, or legal system administration.

Requirements: PLS 121, 215, 310 and 491 or 492 (Political Science Core); PLS 320, 337, 367 (Legal Studies core); three hours selected from among PLS 438, AMS/BKS/HIS/PLS 372, PSY 333, SOC 321, SOC 323; three hours of advanced work (300-500 level) in each of three fields: Comparative Politics; International Relations; Public Policy or American Politics. Supporting courses: With the assistance of the department adviser, students will select 12 hours of supporting courses at the 200 level or higher that clearly advance their legal studies interests. Supporting courses should be in a single relevant department such as history, economics, sociology or philosophy, or in a well defined topical area such as social welfare, environmental policy, urban studies, business, etc.

Supporting courses: With approval of the department adviser, students will select 12 hours of supporting courses at the 200 level or higher that clearly advance their legal studies interests. Supporting courses should be in a single relevant department such as history, economics, sociology or philosophy, or in a well defined topical area such as social welfare, environmental policy urban studies, business, etc.

Students interested in the legal studies concentration should indicate this when applying to major in the department.

Graduation with Departmental Distinction

Students may apply to the department to graduate with “Departmental Distinction” if they maintain a 3.5 overall quality-point average and prepare a senior research thesis unanimously approved as worthy of “distinction” by a committee of three department faculty members. Students interested in this honor must present their theses for consideration by February 15 of the year they plan to graduate (November 15 for December graduation).

PLS 101 Introduction to Politics (3) I, II, S

Politics is the way humans choose and pursue goals in society. Political science is the study of this process. Course considers fundamental and recurring problems of politics and public life, exploring ideas and questions in both topical and theoretical ways to improve the student’s ability to understand, analyze, and synthesize political values and public policy. P: Fr. or So. stdg. only.

PLS 103 Honors Introduction to Politics (3) I, II

Students who have already received credit for PLS 101 may not take PLS 103 for credit. P: Consent of the Director of the Honors Program.

PLS 105 Introduction to World Politics (3)

Wide-ranging survey of world politics including an overview of the international system, problems of conflict and war, political geography, major forms of government, cultural and economic sources of politics and policy. Case studies based on contemporary events and an introduction to relevant political concepts.

PLS 121 American Government and Politics (3) I, II, S

Analysis and evaluation of American political institutions and processes. Cultural and intellectual foundations of the American Constitution. Exploration of effectiveness of popular political activity, role of the media, elections and public opinion; review of such issues as congressional fragmentation, presidential power, bureaucratization and judicial activism. Selected case studies.

- PLS 215 Comparative Political Systems (3) I, II**
Introduction to the concepts, techniques, and theories used by political scientists in understanding foreign political systems. Comparative exploration of major processes, problems and institutions found in contemporary political systems. Decision-making; the centralization, distribution and control of political power; policy implementation; political instability and violence. Selected case studies of Western and non-Western states. P: PLS 105 or PLS 121 or So. stdg.
- PLS 235 Interest Group Politics (3) I, AY**
Examination of political organizations in the United States. Special attention given to the functions of interest groups, their origins, structures and purpose in democratic politics. P: PLS 101 or 121 or So. stdg.
- PLS 301 Western European Political Systems (3) I, AY**
Introduction to political cultures, party and parliamentary systems, and policy-making processes in major West European nations. Special emphasis on the United Kingdom, France, Germany, and Italy. Contemporary policy issues such as European integration, financing of social services, economic growth and environmental regulation are considered. P: PLS 121 or So. stdg.
- PLS 303 Politics of Russia and the USSR Successor States (3) II**
Exploration of the emerging Russian Federation. Origins of the collapse of the Soviet Union. Problems of reform and reorganization. Relationships with other former Soviet Republics. P: PLS 215 or So. stdg.
- PLS 305 Eastern European Political Systems (3) I AY**
Survey of post-communist, east European political systems, including Poland, Czechoslovakia, Hungary, Romania and the former Yugoslavia. Review of such topics as the collapse of communist regimes, economic and political reform, democratization, ethnic conflict, political institutions and East-West relations. P: PLS 215 or So. stdg.
- PLS 310 Political Science Research Methods (4) I**
Introduction to the methods and techniques of the systematic analysis of political phenomena. Emphasis on the rationale for quantitative and qualitative approaches, research design, measurement, strategies, data collection, computer usage and data analysis, and ethical implications of the investigation of political life. 3R, 1L. P: PLS 215 and So. stdg.
- PLS 311 Politics of Africa (3) I (Same as AFS/BKS 311)**
A broad introduction to politics of sub-Saharan Africa. Covers traditional African cultures, societies and polities, independence movements, and post-colonial politics. Discusses contemporary problems of political parties, military interventionism, ethnic conflict, development policy and recent efforts at democratic reform. P: So. stdg.
- PLS 313 Politics of the Middle East (3) OD**
A comparative analysis of the various political systems in the Middle East. Attention focused on the process of political development and the transformation from traditional to modern political entities. Analysis of such issues as the Arab-Israeli conflict, rise of Islamic fundamentalism, and the Iran-Iraq War. Exploration of geopolitical considerations and the importance of the Middle East in the global East-West confrontation. P: So. stdg.
- PLS 314 Politics of Post-Communist South Eurasia (3) OD**
The region from the Adriatic Sea to the Aral Sea is aflame in ethnic conflict. A historic transition belt between western and eastern cultures, the region has been a major path for migrations between the two. Dominated in recent centuries by Islam, the region contains representatives for every major world religion. As a consequence, it has become a focal point of a clash of civilizations. P: PLS 215.
- PLS 315 Politics of Asia (3) I, AY**
Introduction to the political life of selected Asian countries from a comparative perspective. Topics include political change and development; conflict resolution; domestic and regional problems; economic development; authority; nonalignment. P: So. stdg.
- PLS 317 Latin American Government and Politics (3) II, AY**
Overview of the political systems of Latin America with special emphasis on the impact of major social institutions on political process and culture. Review of colonial legacies, governmental systems, political parties and interest groups, and issues of socio-economic development. Major countries and country groups treated in depth. P: So. stdg.

- PLS 319 Politics of the Developing Areas (3) S**
Introduction to political and social issues underlying and forming developing areas politics. General theories of political development, the military, patron-client systems of politics, ethnic conflict, democracy and institutional development, statism and economic underdevelopment, paradigms of economic growth, cultural factors. Cases selected from Africa, Asia, Latin America, and the Middle East. P: So. stdg.
- PLS 320 Judicial Process (3) II AY**
Organization, functioning and political role of the courts and the legal process in the United States. Detailed attention given to theories of adjudication, staffing, judicial decision-making, and judicial review. P: PLS 121 or So. stdg.
- PLS 322 American Presidency (3) II AY**
Exploration of the office and role of the Presidency in contemporary America, including its evolution in authority, power, and style. Influences of the Constitution, personality, domestic pressures, and world events on the Presidency. Particular attention will be paid to the domestic and foreign policies of the Bush and Clinton administrations. P: PLS 121 or So. stdg.
- PLS 323 Campaign Management (3)**
Examines the practical side of running for political office. Topics include campaign strategy, campaign organization, issue development, door-to-door campaigning, fund-raising, media strategy, voter registration drives, polling, and volunteer recruitment. Students are required to work at least 50 hours on a political campaign. P: PLS 121 or So. stdg.
- PLS 324 Congress and The Legislative Process (3) I AY**
Analysis of the role of Congress and the state legislatures in the American political system. Specific attention given to theories of representation, the character of legislative institutions, the participants and processes of lawmaking, and legislative decision-making. P: PLS 121 or So. stdg.
- PLS 325 American States and Regions (3) OD**
Description and evaluation of American state governments and regional organizations. Examination of the theory of federalism and its current status; comparative analysis of state-level political actors and institutions. Special attention given to Nebraska and Iowa state politics. P: PLS 121 or So. stdg.
- PLS 326 Governing Metropolitan Areas (3) I, AY**
Course examines politics and policy questions involving the governance of complex urban areas. Course evaluates the impact of progressivism and municipal reform on urban government and explores such issues as metropolitan government structure and leadership, planning, finance, economic development, the professionalism of urban bureaucracies, black political organization, Federal involvement in the city, urban services. P: PLS 121 or So. stdg.
- PLS 327 Minority Politics in America (3) OD (Same as AMS 327)**
Explores the political experience of American racial and ethnic minorities with particular attention to the experience of black Americans. Includes review of roots and patterns of unequal treatment of minorities, tactics and strategies used to attack these patterns, and contemporary situation. Particular attention will be paid to the tension between integrationist and self-determination strategies. P: So. stdg.
- PLS 328 Mass Media in American Politics (3) AY (Same as AMS 328)**
Examination of the inter-relationships among the media, the mass public and government. The role of the media as a channel between citizens and government is considered both in political campaign settings and in day-to-day government. P: PLS 121 or So. stdg.
- PLS 331 Managing the Public and Non-profit Sectors (3) II AY**
Description and evaluation of administrative processes and politics in public non-profit settings. Introduction to theories of bureaucracy giving special attention to questions of political responsiveness, organizational structure and performance, personnel recruitment, budgeting and decision-making. P: PLS 121 or So. stdg.
- PLS 332 Public Policy and Education (3) AY**
Review of government policies and programs as they affect education in the United States and in other advanced democratic societies. Role of public policy in development of public, private and parochial systems. Current policy issues including financial equity, state funding of alternate schools, voucher systems, and government reform mandates. Studies of the complex system for governing education including local school boards, state and federal regulation and assistance, and governance of higher education. Educational interest group politics. P: PLS 101 or 121 or So. stdg.

- PLS 333 Environmental Politics and Policy (3) II 1995-96, (Same as EVS 333)**
An overview of the world's environmental problems from a political perspective. Particular attention is paid to the political impediments to environmental problem solving in both the domestic and international context. P: PLS 121 or So. stdg.
- PLS 334 Public Policy and Health Care (3) II 1994-95 (Same as HAP 334)**
Review of government policies and programs as they affect health care in the United States and other countries. Various systems of health insurance, the private medical market, governmental provision development and evolution of managed care systems, current U.S. federal programs. Comparative analysis of non-U.S. systems (Canada, U.K., Germany), and of prospective reforms of the U.S. system. Issues of cost, equity and quality are themes throughout the course. P: PLS 121 or So. stdg.
- PLS 336 Politics of the American Economy (3) AY**
Review of government policies and programs as they affect the U.S. political economy. Role of federal, state, and local governments in regulation and promotion of business. Comparative analysis of alternative governmental roles in the economy, and examination of various institutional devices for managing the political economy such as taxation, union legislation, public investment, litigation, monetary policy, and governmental mandates. Means by which private interests influence government and alternative philosophies are examined. P: PLS 121 or So. stdg.
- PLS 337 Constitutional Law (3) I**
The Supreme Court as a branch of government actively engaged in the public decision-making process. Constitutional interpretation is one of the important ways in which the Supreme Court exercises political power. Using major Supreme Court decisions and supplemental materials, this course examines the role of the Court in the governmental process, and the Court's interpretation of American federalism. P: PLS 121 or Jr. stdg.
- PLS 339 Public Policy and Poverty in the United States (3) AY (Same as AMS/SWK 339)**
Government policies and programs affecting the poor in the United States. Issues include various elements of welfare programs and policies, entitlement programs such as Medicare and Social Security, problems of intergovernmental activity in administering social welfare. Examination of various critiques of social welfare policy and a review of reform proposals. Role of organized interests and public support relative to programs affecting the poor. Skill development includes policy formulation and analysis. P: PLS 121 or So. stdg.
- PLS 340 International Politics (3) I**
Understanding the patterns of global conflict and cooperation requires investigating assumptions, purposes, and preferred actions of state and non-state actors. Course also examines global issues such as power, political morality, interdependence, geopolitics, political economy, war, terrorism, diplomacy, international law, and peacemaking. P: PLS 215 or So. stdg.
- PLS 341 Issues and Challenges in American Foreign Policy (3) II, AY**
Reviews key problems of contemporary American foreign policy. Terrorism, nuclear proliferation, economic and political reconstruction of Russia, economic crisis in Asia, China and human rights, U.S. trade, U.S.-Middle-East relations, and others are typical of the topics the course will pursue. Course will also briefly review major institutions and actors in the American foreign policy process.
- PLS 342 Foreign Policy and Diplomacy of Major Powers (3) I 1996-97**
Foreign policy is rarely derived from ideology. It grows from cultural, institutional, and political factors as well as from competing of "national interest." Course explores and analyzes comparatively the formulation and substance of the foreign policies of selected major powers: the United States, Russia, People's Republic of China and Japan. May be repeated if country of emphasis differs. P: PLS 101 or Jr. stdg.
- PLS 343 National Security Studies (3) AY**
Every state pursues "security" on a global stage. Course examines domestic and international roots of security policies; the evolution and impact of concepts such as military threat, nuclear deterrence, and strategic goals; and issues such as arms control, crisis management, nuclear proliferation, military alliances, access to food, global environment, and peace forces. P: PLS 253 or PLS 340 or Jr. stdg.
- PLS 345 International Political Economy (3)**
An overview of political problems and issues associated with world economic relationships and development. Political aspects of international trade, monetary and debt relations, aid relationships, technology transfers, and migration. An introduction to important national and

multinational actors and a review of various ideological perspectives. P: PLS 101 or 121 or 215 or Jr. stdg.

PLS 347 International Regimes (3)

Many think of the world as a hostile environment in which nation-states struggle for power. In fact, on any given day the number peaceful, cooperative acts occurring across international boundaries is infinitely greater than the number of conflictual events. As the number of these cooperative events continues to multiply at a phenomenal rate, a growing web of international organizations and informal understandings is emerging which seriously limits the choices which nation-states can make. The course considers the possibilities which these relational webs (regimes) hold for the global community. P: PLS 105, 215, 340, or IC.

PLS 355 Classics of Political Thought (3) II

Every political problem is unique; yet, certain kinds of problems continually recur. What makes certain writings "classics" is that they are sufficiently rich to speak to people of vastly different ages and situations and have influenced the thought and action of our political world. Thus, we are living partly in a world constituted by these ideas. The course presumes no prerequisites other than an interest in social and political issues, and a willingness to think philosophically about them. P: PLS 101 or 121; So. stdg.

PLS 357 Alternative Political Futures (3) S (OD)

The relationship among humans and the natural and social environment is explored using science fiction literature. Writings of a variety of authors illustrate problems of human organization, leadership, individual freedom, social cohesion, and conflicts of values. Readings and discussion concerning issues such as population, ecology, outer space, and economics. Writers selected from among Asimov, Heinlein, LeGuin, Simak, Ellison, van Vogt, Dickson, Niven, Pohl and others.

PLS 360 Liberal Democracy and Its Critics (3) I 1994-95

Course surveys the development of classical liberalism from its sources in 17th century England through the serpentine paths whereby it produced both laissez faire economics and the welfare state. Focus is not primarily on the history of an idea but on the critical appraisal of our own political heritage. The responses to the dominant liberalism from traditional conservatives on the right and the socialist critics on the left. Focus on the relationship between liberal political ideas and the political practices they engender. P: Jr. stdg.

PLS 362 Conservative Political Thought (3) I, OD

Major works by Burke, deTocqueville and other major classical conservative authors. Twentieth Century conservatism and its diverse philosophical currents. P: PLS 121, So. stdg.

PLS 367 Theory of Law (3) II AY

Examination of some of the major concepts involved in the law, beginning with an exploration of what "law" is, and the significance of our understanding of "law" for political practice. Consideration of such topics as liberty, rights, punishment, and responsibility and the ways in which the conceptualization of these ideas affects our notion of justice within the legal system. P: PLS 121 or So. stdg.

PLS 372 Equality, Minorities, and Public Policy (3) II, AY (Same as AMS 372, BKS 372, HIS 372)

Incorporates continuing discourses between a historian and a political scientist. Exploration of the political processes whereby minorities have influenced the formulation and implementation of policy and governmental responses to demands for equal treatment. P: Jr. stdg.

PLS 401 The European Union (3) II, OD

Review of European co-operation and integration from Treaty of Rome in 1951 to the establishment of the European Union by the Treaty of Maastricht. Institutions and politics of the European Union. Consideration of issues such as currency integration, international trade, environmental and social regulation, admission of new members and movements of peoples. P: Jr. stdg.

PLS 405 Ethnicity, Nationalism and Democracy (3)

Recent history has brought a "wave" of democratization, along with intensifying ethnic awareness, nationalism and (at times) conflict. What are the major interpretations of the courses and prospects for these phenomena? How do ethnicity and nationalism affect democracy, human rights and the international system? Can multi-nation states such as Russia survive as democracies? How? This course considers trends in major regions and uses several case studies: Russia, Israel/Palestine, Nigeria, South Africa, India, and others. P: PLS 215 or So. stdg.

- PLS 410 Seminar on Comparative Politics (1-3) OD**
Each semester will focus on one problem or issue such as reforms in Eastern Europe, rebellion and repression in China, the future of Israel, etc. May be repeated under different subtitles. P: PLS 101 or 121 or Jr. stdg.
- PLS 415 Government and Politics of the People's Republic of China (3) II, AY**
China has undergone intense and rapid change in recent decades, reconstructing itself after a century of Western interference. The nature of its political culture, how political participation occurs, how decisions are made, and how people are mobilized for collective purposes. China's contemporary experiments in modernization. P: PLS 101 or Jr. stdg.
- PLS 420 Seminar on American Government and Politics (3) OD**
Each seminar will focus on one problem or issue such as women in politics; minority politics; corruption in government; environmental politics; restructuring and reforming American government; poverty in America, and public policy. May be repeated under different subtitles. P: PLS 101 or 121 or Jr. stdg.
- PLS 421 Public Opinion and Survey Research (3) I, AY**
This course explores how public attitudes and opinions about contemporary issues are formed and how they evolve. Examined are opinion trends in issues like abortion, the death penalty, trust in government, party allegiances, ideological orientations, and perceptions of candidates and governing institutions. Students will also learn the techniques used to research these topics. These include questionnaire construction, sampling, and PC-based statistical analysis using SPSS. P: PLS 211 or PLS 310, or SOC 202.
- PLS 432 Democratic Theory (3) I OD (Same as AMS 432)**
Major themes and thinkers on the role of government and the nature of a democratic political culture. Using both historical and contemporary materials, the course explores issues such as popular control, public participation, local autonomy, individualism, political liberty, and variations in democratic political ideology. P: PLS 101 or 121 or Jr. stdg.
- PLS 433 Public Policy Analysis (3) II AY**
Examination of approaches to governmental problem solving and public policy analysis. Discussion of types of public policy, the nature of policy-making processes, theories of decision making, and logic and strategies of public action. Selected examples from major United States policy areas. P: PLS 121 or Jr. stdg.
- PLS 435 Global Poverty and Development (3) II AY**
Exploration of theories and strategies of political, social and economic development of the "third world." Topics include: alternative models of development, problems of rural poverty, the roles of international organizations, political-economy of underdevelopment, and multinational corporations. Examination of "Dependency" and "Neo-classical" theories of poverty and growth, U.S. policy, institutions, and aid practices. P: Jr. stdg.
- PLS 436 Politics of Science and Technology (3) II AY**
Study of the interrelationship of government and science in contemporary societies. Role of government in encouraging and regulating science and technological development in American and non-American settings. Materials include impact of science on political values and decision-making, technology transfer, diffusion of innovation, weapons technologies, Third World technology issues, ethical and policy issues raised by new biological technologies. P: PLS 101 or PLS 121 or Jr. stdg.
- PLS 437 Religion and Public Life in the United States (3) (Same as AMS 437)**
This course transcends the designation "church and state" because it considers the non-institutional behavior of religious individuals in groups, and their impact on our public life far beyond that of government. P: PLS 121 or IC.
- PLS 438 Contemporary Issues in Civil Liberties (3) II AY**
Course goes beyond the simple model of "man versus government" in understanding individual liberties in the United States; it considers the protection of liberties in a political system with multiple governments and plural centers of power. In that context, the course surveys major cases concerning the freedom of expression, privacy and autonomy of individuals, the rights of the accused, and the equal protection of law for minorities. P: PLS 337 or HIS 458 or IC.
- PLS 440 Seminar on International Studies (1-3) OD**
Each seminar will focus on one problem or issue such as disarmament, the future of the Atlantic Alliance, Third World debt, Soviet-American relations, etc. May be repeated under different subtitles. P: PLS 101 or 121 or Jr. stdg.

- PLS 444 Non-Violence and Peaceful Resolution of Conflict: Cross-Cultural and Political Perspectives** (3) OD (Same as ANT/JPS/SRP 444)
Peace is more than the absence of war and both peace and war (or violence, in general) are socio-political contracts. This Senior Perspective seeks to understand how peoples differ in how they envision and enact peace, violence, war, non-violence, and peaceful resolution of conflict. Students will assess their own views on alternatives to violence and modes of conflict resolution by comparing different cultures, political practices, and times. P: Sr. stdg.; JPS/THL 250 or PHL 250.
- PLS 451 Theories of Peace and World Order** (3) OD
Investigation of attempts to define, describe, prescribe, and implement plans for political order on regional and global scales. P: Jr. stdg.
- PLS 459 Marxism** (3) OD (Same as PHL 459)
Marx provided some of our most important intellectual tools for understanding the society we live in while at the same time providing one of the most compelling challenges to our traditional ways of understanding ourselves, our society, and the future. This course examines the philosophy of Karl Marx, the historical evolution of Marxism, and its impact on contemporary thought. P: PLS 101 or 121 or Jr. stdg.
- PLS 461 Contemporary Political Theory** (3) OD
How political scientists and selected social scientists from related disciplines conceptualize and interpret key issues of contemporary political life. Emphasis on such issues as the expansion and centralization of legitimate power, the logic of organizational behavior, rational-choice theories of group and party behavior, the health of the “liberal” state, the prerequisites of “political order,” and others. Authors include Dahl, Lowi, Huntington, Downs, Lindblom, Olson, Simon, and others. P: Jr. stdg.
- PLS 472 International Conflict** (3) I AY
Course explores the patterns and causes of international political conflict, including terrorism, ethnic conflict, and interstate war. The impact of such phenomena as political culture, social context, economic interest, and institutional context. Major bodies of contemporary theory on this subject, including realism, neo-realism, and bargaining, and game theory. P: PLS 340 or Jr. stdg.
- PLS 482 Race in America: Idea and Reality** (3) OD (Same as AMS/BKS/HIS/SRP 482)
An examination of the idea and reality of race during key phases of U.S. history, with an emphasis on the contemporary situation. To understand the multiple meanings and experiences of race, the course draws on sources from science, literature, law, and philosophy. P: Sr. Stdg. Certified Writing Course.
- PLS 483 Public Affairs Internship** (3) I, II, S
Students work as entry-level professionals in selected offices of government or government-related agencies and organizations. Tasks vary but may include researching and drafting staff papers and reports, developing public-relations positions, assisting constituents, supporting implementation of policies and programs, and other responsibilities. P: IC. May be repeated to a limit of six hours. Normally, junior standing and a 2.5 grade-point average are required for internship placement.
- PLS 485 Practicum in the United Nations** (3) II
Research and supervised simulation of the diplomatic roles of actors in the United Nations System. P: IC.
- PLS 487 Practicum in Selected National Policy Issues** (3) W, S
Students participate in seminars, workshops, and projects on selected policy issues at the Washington Center in Washington, D.C. P: DC.
- PLS 490 Advanced Research Practicum** (3) II, AY
The course will be organized as a research seminar. Students will engage in all phases of a research project to include the development of the research question, compilation of the literature review, explication of the hypothesis(es) and theory, acquisition and testing of the data, and formation of conclusions and implications. The goal of the project is to produce an article of publication quality. P: PLS 251 or IC.
- PLS 491 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.

- PLS 492 Senior Colloquium in Political Science (3)**
Intensive survey of selected seminal authors in political science. P: Sr. Stdg and PLS 310 or DC.
- PLS 493 Directed Independent Readings (3) I, II, S**
Program of readings arranged by the student in cooperation with a consenting instructor in the department. P: IC. May be repeated to a limit of six hours unless departmental waiver granted.
- PLS 497 Directed Independent Research (3) I, II, S**
Individual research and writing under the direction of a consenting instructor in the department. P: IC. May be repeated to a limit of six hours.
- PLS 537 International Law (3) II, AY**
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. P: PLS 340 or Jr. stdg.

Washington Internships offered through the Washington Center in Washington, D.C. College students can combine a work and learning experience for credit. Participants can intern in Congressional offices, executive agencies, and with groups in many other areas such as the environment, consumer affairs, journalism, communications, legal affairs, labor relations, health policy, arts, education, science, public relations, urban affairs and women's issues. Students also attend seminars taught by representatives of Washington D.C.'s major governmental agencies, interest groups, and corporations. Contact the Department of Political Science for further information.

PSYCHOLOGY (PSY)

Professors Gardner (Chair) Agresti and Ware; Associate Professors Leak, Lupo, and Stone; Assistant Professors Badura, Budenheim, Cooney, Finken, and Jenkins.

Admissions Criteria

Successful completion of Psychology 111 and a cumulative quality-point average of 2.00 for 24 hours of undergraduate work, including a 2.00 average in completed psychology courses, are necessary for admission to the department as a major.

Departmental Objectives

The Psychology Department attempts to fulfill a variety of needs by designing its courses and programs to provide:

- 1) One facet of the multidisciplinary study of humans;
- 2) A personal and scientific understanding of behavior;
- 3) Preparation for employment in a business, a social agency, or in secondary education; and
- 4) Preparation for continued study in a graduate school of psychology or in one of the professional schools.

Categories of Courses in Psychology

Group I—PSY 111, 211, 311, 312.

Group II—PSY 223, 321, 322, 323, 324, 421, 422, 423, 424, 425.

Group III—PSY 231, 232, 233, 235, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 432, 435, 438, 491, 495, 497, 540; BIO 571 and 572.

The Fields of Concentration

Psychology Major: A total of 31 hours, including all courses in Group I, four courses from Group II, and at least three elective courses from Groups II and III.

Note: Students are strongly encouraged to consult with their major adviser in selecting elective courses that are consistent with their post college objectives. Elective hours concentrated in Group II are especially recommended for those intending to continue their study of psychology at the graduate level. In addition, participation in advanced independent research activity is strongly advised (e.g., PSY495 or 497).

Psychology Major with secondary teaching preparation: A total of 31 hours distributed as follows: PSY 111, 211, 231, 311, 312, 321, 322, 323, 421, 423 and one elective course in any area of Psychology offerings. In addition, at least six hours in a social science area outside of psychology. **Note:** Education courses leading to secondary certification must also be completed. See Education Department for details.

Supporting courses: Twelve semester hours of 200-level or higher course work as determined by the student in consultation with his/her major adviser. Students, especially those planning graduate study, are strongly advised to consult with their major advisers concerning the importance of course work in biology, mathematics, foreign language, and computer programming.

Honors Certification: Majors who meet the following criteria are eligible for honors certification in psychology: 1) Have a minimum GPA of 3.5 in psychology and an overall GPA of 3.25; 2) Complete six Group II psychology courses; 3) Fulfill any TWO of the following five options: successful completion of PSY 435, 491, or 497 (3 hrs.); a presentation at a regional or national convention; the submission of a manuscript for publication in a scholarly psychology journal.

- PSY 111 Introductory Psychology (3) I, II, S**
Introduction to the methodologies and basic concepts in the study of behavior. Intended to give the nonmajor an overview of the science of psychology and to serve as a foundation for further study in psychology for the major.
- PSY 211 Introductory Statistics (3) I, II, S**
Introduction to descriptive and inferential statistics. Descriptive statistics include frequency distributions, measures of central tendency and variability, correlation and regression. Inferential statistics include z-test and t-test for independent and correlated samples, analysis of variance, and nonparametric tests.
- PSY 223 Child Psychology (3) I, II, S**
Development of the child from conception through late childhood. Covers such topics as emotional, physical, motor, cognitive, and social development as well as issues encountered in child-rearing.
- PSY 231 Developmental Psychology (3) I, II**
An overview of psychological, emotional, social and physical patterns of behavior related to the following stages: prenatal, infancy, and early childhood; late childhood; adolescence; early adult years; middle adult years; and late adulthood. P: PSY 111. Departmental consent required if student wishes to take this course concurrently with PSY 223, 232, 233, or if any of these courses have been successfully completed.
- PSY 232 Psychology of Adolescence (3)**
Study of the characteristics of the adolescent and the issues related to the adolescent within the family, school, and community. P: PSY 111.
- PSY 233 Psychology of Adult Development (3) OD**
An overview of the influence of aging throughout adulthood. Development in young, middle, and late adulthood is explored through discussion in the following topic areas: physical, social, cognitive, and biological development, sexuality and relationships, work and retirement, stress and coping, and death and dying. P: PSY 111.
- PSY 235 Personal Growth and Development (3) OD**
Encourages students to explore, expand, and deepen their understanding of themselves. Activities are structured to provide opportunities for self-discovery, either working alone or with others in pairs or small groups.
- PSY 311 Experimental Psychology (3) I, II, S**
Basic principles of experimental design, types of research, confounding, strategies of control, procedures of data collection and analysis, and ethics in the conduct of research. 3R. P: PSY 111, 211. CO: PSY 312.
- PSY 312 Experimental Psychology Laboratory (1) I, II, S**
Practical experience in the design, execution, and reporting of psychological research. 2L. P: PSY 111, 211. CO: PSY 311.

- PSY 321 Abnormal Psychology (3) I, II**
Survey of psychological disorders of adulthood with emphasis on the clinical description of each disorder, explanatory theories, research on etiology and treatment, and issues in prevention. P: PSY 111.
- PSY 322 Psychology of Personality (3) I**
Principles and theories of personality with emphasis on their scientific study. P: PSY 111.
- PSY 323 Social Psychology (3) I, II, S**
Exploration of the social factors that influence individual behavior. Areas of social influence covered include attitude change and persuasion, conformity, aggression, altruism, and attribution. This course was formerly titled "Psychology of Social Influence." P: PSY 111.
- PSY 324 Learning: Basic Processes (3) I**
Explores experimental paradigms of learning. Topics include classical and operant conditioning, discrimination, generalization, and extinction of learned responses. P: PSY 111.
- PSY 330 Career Development in Psychology (3) OD**
Designed to assist psychology majors in the process of achieving an employment, graduate school or professional school placement. Involves students in realistic planning through the exploration of occupational information and in the development of application and interview skills. P: PSY Major; Jr. stdg.
- PSY 331 The Psychology of Separation and Loss (3) OD**
Discussion of the insights and scholarly research on the ramifications of separation and loss as well as strategies for coping with these events. Areas of concern include death and dying, the loss of relationships, the loss of physical and cognitive abilities, employment loss, and loss of self esteem P: PSY 111.
- PSY 332 Health Psychology (3) I, II**
Explores the psychological factors involved in health and illness. Topics include stress, disease and personality, patient compliance, health transactions, medical decision-making, and training of health professionals. P: PSY 111.
- PSY 333 Psychology and the Law (3) I**
Examination of the interface between psychology and the law in criminal and civil issues. Topics include juvenile justice, civil commitment, the duty to warn, rights of victims and the accused, competency to stand trial, the insanity defense, use of confessions, eyewitness reliability, and use of expert witnesses. P: PSY 111.
- PSY 334 Human Sexuality (3) I, II**
An empirical basis for understanding human sexuality; examination of personal sexual values and standards of the physiological, psychological, and socio-cultural components of human sexuality. Not open to students enrolling as auditors.
- PSY 335 Marriage and Family Relationships (3) II, S**
A scholarly consideration of the many factors involved in the development and maintenance of marital and family relationships. Areas of study include love, dating and courtship, mate selection, marital evolution, work roles, finances, and parenting. P: PSY 111.
- PSY 336 Undergraduate Internship in Psychology (3-4) I, II**
Provides advanced students with opportunities for field experience in clinical/counseling and human services. Carried out in cooperation with Omaha-area agencies that can provide adequate professional supervision of students. Experiences vary depending upon the characteristics of the student and the agency. In addition to placement time, there is a required discussion session on campus. P: PSY major; Jr. stdg.; IC. May be repeated to a limit of eight hours.
- PSY 337 Contemporary Trends in Psychology (3) OD**
Our dynamic society gives rise to psychological issues of current importance. The flexibility of this course will permit exploration of current topics. P: See prereq. listed in the Schedule of Courses. May be repeated to a limit of six hours.
- PSY 338 Industrial Psychology (3) I**
An overview of industrial (personnel) and engineering (human factors) psychology. Topics include methodology, employee selection, testing validation procedures, performance appraisal, training, legal issues, and selected human factors topics. P: PSY 111.

- PSY 339 Organizational Psychology (3) II**
An overview of organizational psychology. Topics include motivation, leadership, group processes, organizational stress, job satisfaction, communication processes, decision theory, power, and organizational effectiveness, development, change, and theory. P: PSY 111.
- PSY 340 Human Factors (3) II**
An overview of human factors and ergonomics. Discussion of various areas of psychology and engineering in relation to designing objects and the environment to meet the limits and capabilities of human processing. Topics include information input, human output and control, workplace design, environmental conditions, and human factors applications. P: PSY 111.
- PSY 421 Cognitive Psychology (3) I**
Survey of current psychological views of human information processing including such topics as attention, perception, short-term memory, long-term memory, reasoning and problem solving. P: PSY 111.
- PSY 422 Physiological Psychology (3) II**
Examines biological bases of behavior with emphasis on mechanisms of neuron function and general neuroanatomy. Sensory function, motor control, and current information regarding the physiology of learning and memory are also discussed. P: PSY 311; Jr. stdg.
- PSY 423 Tests and Measurements (3) I**
Designed to introduce the foundations of measurement theory and practice (reliability and validity) upon which all psychological tests rest. In addition, students will become acquainted with the history and current status of popular tests of mental ability and personality. P: PSY 111, 211.
- PSY 424 History and Systems of Psychology (3) I**
Survey of some historical antecedents of modern psychology and a review of major contributors to psychology and their particular historical contexts. P: PSY 111.
- PSY 425 Perception (3-4) I**
Focuses on the psychological impact of physical stimulation. The processes whereby humans derive meaning from visual, auditory, tactual, olfactory and gustatory stimulation are discussed. The course may include a laboratory component. P: PSY 111.
- PSY 432 Developmental Psychopathology (3) II**
Introduction to the variety of psychopathological disorders that occur during infancy, childhood, and adolescence. Conditions studied include attachment disorder, autistic disorder, conduct disorder, schizophrenia, eating disorders, and dissociative identity disorder. P: PSY 111, 223, 321; Jr. stdg.
- PSY 435 Advanced Behavioral Research (3) OD**
Designed to expose the psychology major to individual experiences in design, data collection, and analysis of behavioral research with humans and/or animals. Especially recommended for majors planning graduate study. P: PSY 111, 211, 311, 312, Jr. stdg.; IC.
- PSY 438 Multicultural Issues in Psychology (3) OD**
Explores gender, ethnic, and cultural factors that influence the beliefs, values, behaviors, and experiences of individuals. Provides a fundamental understanding of one's own culture and behavior through exploration of a variety of cultures. P: PSY 111.
- PSY 491 Honors Seminar (3) I**
Selected senior students, under the direction of the faculty member, will address some aspect of a topic that has current prominence in the field of psychology. Students will do an extensive reading of the literature, discuss their findings with the group, and then produce a quality paper on the topic. This paper will be presented to the department in the Spring Semester. Participants will be selected by the faculty of the Department of Psychology. P: IC; Sr. stdg.
- PSY 495 Directed Independent Study (1-3) I, II, S**
Provides the student an opportunity to design a course of study in a particular area of interest in psychology. The content may be applied or academic in nature, and the student is required to work with a faculty member in the design and implementation of this course of study. P: PSY major; Jr. stdg.; IC. May be repeated to a limit of six hours.
- PSY 497 Directed Independent Research (1-3) I, II, S**
Provides the student an opportunity to explore a particular area of interest. This exploration might be in the form of empirical research or library research. The content will be agreed

upon by the student and a faculty member in the Department of Psychology. P: PSY major; Jr. stdg.; IC. May be repeated to a limit of six hours.

- 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: Sr. stdg.

SENIOR PERSPECTIVE (SRP)

Associate Professor Fajardo-Acosta (Director).

Prerequisites: Senior Standing and Completion of “Foundations for Ethical Understanding” (PHL 250 or THL 250)

- SRP 409 Race and Gender Relations: Moral and Ethical Dilemmas (3) OD (Same as ANT/SWK 409).**
This course explores the multiple-faceted experience of being a person of color, a specific gender, and immigrants in the United States. Institutional forces (economic, educational, familial, political and social welfare) are examined that influence the structure and status of persons of color, immigrants, and women and men. Emphasis is placed on understanding the diversity of the United States and the connections between and among race, gender, and class in their complexity. Ways to better understand and interact are presented, in addition to ways to foster social change.
- SRP 412 Sickness, Disability, and Healing in the Biblical and Modern Worlds (3) OD.**
This course studies biblical texts dealing with sickness, disability, and healing in order to surface and then critically reflect on health care issues. Topics are addressed under broad headings: The Body, Sickness and Health: Cultural Definitions and Social Meanings; The Illness Experience; Health Care System, Ancient and Modern; Access and Quality Care; The Experience of Disability; Ritual and Health Care. Readings include both biblical and modern texts and incorporate the methods and perspectives of various disciplines: biblical studies, anthropology, sociology, literature, and ancient history.
- SRP 420 Science and Religion (3) OD (Same as PHL/THL 420).**
This course explores the relationship between science and religion from three perspectives: philosophy of science, scientific theories, and theology. Issues to be studied include: reductionism vs. emergentism, the relationship between God and world (including creation and evolution), the Galileo affair, and Darwin and design.
- SRP 422 Children of Poverty: An Interdisciplinary Perspective (3) OD (Same as SWK 422).**
An interdisciplinary course addressing a variety of issues concerning children of poverty in American including policy, justice, and ethical issues related to economics, health, law, mental health, family, housing, and education.
- SRP 424 Can the Christian Life Be Heroic? (3) OD.**
The course will explore the relationship between salvation, morality, and human excellence. Does the drama of salvation run counter to the pursuit of excellence? The class will examine the classical hero, the Christian saint, the medieval knight, and modern models of discipleship and heroism, as well as criticisms, especially that of Nietzsche, that Christianity exalts human mediocrity and debases the classical ideal of human excellence.
- SRP 426 The West of the Imagination: Art, History, and Myth of the American West (3) OD (Same as AMS 426).**
This is an interdisciplinary course that compares the West of American history to the West of popular culture. It will examine the history of the frontier and the West and study their impact on American culture. The course begins with the mixing of European, African, Mexican, Asian and Indian cultures in the late 19th century in the trans-Missouri West and culminates with an analysis of the current state of affairs in that geographic area.
- SRP 430 Ethics and Market Reforms in the Post-Communist Countries (3) OD.**
This senior capstone seminar considers ethical problems that have emerged during the course of the market reforms and democratization in the post-Communist countries of Eastern Europe. Conducted abroad, the seminar gives students an opportunity to reflect on these moral and ethical dilemmas in the actual environment.
- SRP 431 Mathematical History, Philosophy, and Ethics (3) OD (Same as HIS/MTH 431).**
An examination of mathematics and mathematical ideas and their relation to philosophical and ethical views from the ancient Babylonians and Pythagoreans to the present. Special attentions will be given to non-Western mathematics, ethnomathematics, twentieth-century

game theory, encryption, and ethical issues facing the mathematician and society in the past and today. The course assumes no mathematical background beyond the Core E requirements.

SRP 433 The Mobile Heart: Permanence and Change in Modern British and American Culture (3) OD (Same as ENG 433).

Interdisciplinary study of literature, architecture, social ethics, economics, environmental design and material culture, focused on the themes of permanence and change in 19th- and 20th-century British and American literature and in American cultural studies. Mobility and change are contrasted with stability and permanence as personal and societal choices which involve ethical questions of consequence to individuals and groups.

SRP 435 Literature, Philosophy and Economics: Critical Representations of Commercial Life (3) OD (Same as ENG/PHL 435).

Drawing on contemporary work in critical theory, literary criticism, aesthetics, and rhetoric, this course examines the relations of philosophy, economics, and literature through an assessment of the representation of economic phenomena in selected literary and philosophical texts. The course will explore 1) how an analysis of such texts can reveal underlying social forms such as private property, the commodity, wage labor, and capital; and 2) how these ethically consequential forms tie in with problems of poverty, unequal distributions of income and wealth, overconsumption and depletion of natural resources, competition and conflict, and social instability.

SRP 437 The Environment and Race, Class, and Gender (3) OD.

This course investigates whether and to what extent human interaction with the natural environment has a bearing upon ethical interactions among individuals of different races, classes, and genders within the increasingly globalized social environment. The course will draw from a variety of disciplines, including philosophy, literature, science and public policy to explore questions of environmental justice.

SRP 439 Literacy and Technology: How Technology Shapes Cultural Literacy (3) OD (Same as ENG 439).

Students will explore the ways that literacy, technology, and humanity interact. Students will look at the ways that each of these entities affects the others. The course will begin with a historical look at human technological literacy, but the majority of the course will focus on present literacy and technology.

SRP 444 Non-Violence & Peaceful Resolution of Conflict: Cross-Cultural and Political Perspectives (3) OD (Same as ANT/JPS/PLS 444).

Peace is more than the absence of war and both peace and war (or violence, in general) are socio-political constructs. This course seeks to understand how peoples differ in how they envision and enact peace, violence, war, non-violence, and peaceful resolutions of conflict. Students will assess their own views on alternatives to violence and modes of conflict resolution by comparing different cultures, political practices, and times.

SRP 455 Food, Society, and Environment (3) OD (Same as ANT/EVS/SOC 455).

Access to food is a universal, basic human need. This course considers the social and cultural significance of food, the ecological implications of producing it, and the social justice issues that surround its distribution from several disciplinary perspectives.

SRP 457 Biomedical Ethics: Philosophical and Theological Approaches (3) OD (Same as HAP/PHL/THL 457).

An exploration of relations between philosophical and theological conceptions of ethics and moral methodologies, together with an application of the latter to select issues in biomedicine and health care policy.

SRP 482 Race in America: Idea and Reality (3) OD (Same as AMS/BKS/HIS/PLS 482).

An examination of the idea and reality of race during key phases of U.S. history, with an emphasis on the contemporary situation. To understand the multiple meanings and experiences of race, the course draws on sources from science, literature, law, and philosophy.

SRP 488 Personal and Spiritual Dimensions of Leadership (3) OD (Same as COM/EDU/THL 488).

The purpose of the course is to give students the opportunity to engage in introspection and examination of their personal belief and value systems as it relates to leadership. The course begins from the assumption that leadership is "a journey that begins within" and examines the relationship between leadership theory and Christian spirituality. Biographical examples will be analyzed; biographies will be drawn from diverse fields such as health, science, business, government, sports and education.

SRP 489 Social Images of Cultural Minorities (3) (Same as JMC/SOC 489).

This course examines media images of various cultural minority groups and contrasts them with the images presented to students on field trips. Students are required to do independent field work and write about their observations.

SOCIAL WORK (SWK)

Associate Professor Grandbois (Chair); Assistant Professor Harris and Anderson.

The goals of the undergraduate social work program are: 1) to prepare students for beginning-level generalist social work practice with individuals, families, small groups, organizations and communities; 2) to develop the student's professional social work identities, incorporating the ethics and values of the profession; 3) to prepare students for practice with diverse populations. Academic learning is combined with field experience in local social service agencies to provide the integrative foundation necessary for beginning-level generalist social work practice.

Admissions Criteria

Students should apply to the Department of Social Work in their sophomore year after having completed SWK 261 Introduction to Social Welfare.; PSY 111, SOC 101. If, however, the student takes these courses later than the first semester of the sophomore year, application should be made immediately during this semester. Courses in social work methods and practicum placements are taken in a required sequence.

Admission to the department is selective and is based upon an application process that includes: the declaration of the major; a written application; a short (3-5 pages) biography; three references; and a minimum grade-point average of 2.25 at the time of application. A personal interview may be required. Applications are acted upon by the Department of Social Work.

Major

Major: 38 hours of course work as follows: SWK 261, 275, 301**, 345, 361, 373, 377, 460-461 and 480-481. In addition, the following related courses must be completed: CSC 107*; ANT 341; BIO 149; PSY 111; SOC 101; SOC 314 or PSY 211; SOC 312; SWK 300 or select one course PLS 101, PLS 121, PLS 331, and one course. ECO 203, ECO 301.

* CSC 107 may be waived - students have the option of fulfilling this requirement by passing a computer exam.

** Students may substitute PLS 339 - when offered.

It is recommended that the previously listed lower division requirements should be taken prior to the junior year. Students who have questions should consult with a social work faculty member for possible options.

Electives: 10 semester hours of course work as determined by the student in consultation with the major adviser.

In order to be eligible for field placement, a student must have achieved a minimum of 2.25 GPA in previously required social work courses. If a student received a final grade of below a "C" in a required social work course, he or she may be dropped from the program. A "D" in a required course does not fulfill the prerequisite for any subsequent required social work course.

Writing Courses: SWK 275, SWK 301, SWK 339, and SWK 422 are certified writing courses.

Note: The Creighton University Social Work program is accredited by the Council on Social Work Education.

SWK 261 Introduction to Social Welfare (3) I, II

This course is designed for students interested in the helping professions as it examines societies response to problems such as poverty, diversity, and child welfare. Students not only explore the profession of social work but its interface with other disciplines such as health care, psychology and education.

SWK 274 Introduction to Working with Children (3) I

Definition and description of child welfare as a field of practice. Child welfare problems are examined from the perspective of remedial services.

- SWK 275 Human Behavior and the Social Environment (5) I**
Examination of the relationships among human biological, social, psychological, and cultural systems as they affect and are affected by human behavior as it relates to social work practice: focus on individuals, families, small groups, formal organizations and communities. P: PSY 111; SOC 101 or IC. CO: SWK 261, BIO 149.
- SWK 300 Economics, Politics and Social Welfare (3) I**
This course examines the structure, function and interaction of economics, politics and social welfare. Fundamental study into the nature and scope of U.S. economics and political systems as they affect the theory and practice of social welfare.
- SWK 301 Social Welfare Policy (3) II****
Examines the process of social policy development with a focus on the more vulnerable populations. Social policy will be placed in a historical and a social context. Includes skills needed for policy formulation and analysis.
- SWK 339 Public Policy and Poverty in the United States (3) AY (Same as AMS/PLS 339)**
Government policies and programs affecting the poor in the United States. Issues include various elements of welfare programs and policies, entitlement programs such as Medicare and Social Security, problems of intergovernmental activity in administering social welfare. Examination of various critiques of social welfare policy and a review of reform proposals. Role of organized interests and public support relative to programs affecting the poor. Skill development includes policy formulation and analysis. P: PLS 121 or So. stdg.
- SWK 345 Basic Social Work Skills for Generalist Practice (4) I**
Introduction to the ethical and theoretical base from which generalist social workers practice. Brief overview of the methods employed by social workers providing services. P: SWK 275; or IC; SWK Major; CO: SWK 301.
- SWK 361 Social Work with Groups (3)**
Introduces students to the theory, concepts and experience in the development of group dynamics and effective group skills. Stresses development of practice skills and strategies to achieve effective group facilitation. P: SWK 345 or SWK major.
- SWK 365 Issues of Native American Experience (3) I, S**
Examination of Native American culture and values, social institutions and social systems. Presentation of issues emanating from being Native American. Consideration given to understanding the Native American experience from an historical perspective as well as the contemporary viewpoint. P: Jr. stdg.
- SWK 366 The Status of Women: Progress and Process (3) II**
Examines the historical, social, economic and political content of women's issues. Explores concepts of feminism and sexism in contemporary society. Current social issues will be examined in relation to present and future generations of women. P: Jr. stdg.
- SWK 371 Social Work Issues (3) I**
Social work issues are examined in terms of both their historical development and their implications for current social work practice. Topics vary from semester to semester.
- SWK 373 Social Work with Organizations and Communities (3) II**
Provides basic knowledge of social work intervention at the community level. Study of procedures and skills in community organizing and developing and implementing programs. P: SWK 345 or IC; SWK Major.
- SWK 375 Working With the Elderly (3) II**
Presentation of information concerning the theory and practice of social services to the aged. Study of both institutional and community settings.
- SWK 376 Family Violence (3) I**
An exploration of the problem of family violence in American society. Issues raised by violence on the family examined from the legal, social welfare and criminal justice perspectives.
- SWK 377 Social Work with Individuals and Families (3) II**
Provides basic knowledge of theory and practice skills for intervention by social workers with individuals, families, and small groups. P: SWK 345 or IC; SWK Major.
- SWK 409 Race and Gender Relations: Moral and Ethical Dilemmas (3) S (Same as ANT/SRP 409)**
This course explores the multiple faceted experience of being a person of color, a specific gender and immigrants in the United States. Institutional forces (economic, educational, familial, political and social welfare) are examined that influence the structure and status of

persons of color, immigrants and women and men. Emphasis is understanding the diversity of the United States and the connections between and among race, gender and class and their complexity. Ways to better understand and interact are presented in addition to ways to foster social change. P: Sr. stdg.

- SWK 422 Children of Poverty: An Interdisciplinary Perspective** (3) I (Same as SRP 422)
An interdisciplinary course addressing a variety of issues concerning children of poverty in America including policy, justice, and ethical issues related to economics, health, law, mental health, family, housing, and education. P: Sr. Stdg.
- SWK 430 The Value of Children** (3) II (Same as EDU 430)
Interdisciplinary, integrative course designed to help students explore and evaluate personal, community, institutional, and global values as they pertain to the needs and rights of children. It is intended to promote interdisciplinary understanding as well as interdisciplinary cooperation. P: Jr. stdg.
- SWK 460 Field Practicum Seminar I** (3) I, II
Seminar designed to integrate theories and skills learned in the classroom with their application in field experience. P: SWK 345; Sr. stdg. CO: SWK 361, 461; SWK Major.
- SWK 461 Field Practicum I** (4) I, II
Students are placed in community agencies delivering social welfare services for practical application of the theory and skills acquired in the classroom. On-site supervision provided by the agency and group supervision provided on campus. P: SWK 345, Sr. stdg. CO: SWK, 361, 460; SWK Major.
- SWK 480 Field Practicum Seminar II** (3) I, II
Seminar designed to integrate theories and skills learned in the classroom with their application in field experience. P: SWK 460, 461; Sr. stdg. CO: SWK 481; SWK Major.
- SWK 481 Field Practicum II** (4) I, II
Students are placed in agencies delivering social welfare services for practical application of the theory acquired in the classroom. On-site supervision provided by the agency and group supervision provided on campus. P: SWK 460, 461; Sr. stdg. CO: SWK 480; SWK Major.
- SWK 493 Directed Independent Readings** (1-6) I, II, S
Survey of literature related to a topic in social work not covered in student's course work. Undertaken in close cooperation with a supervising faculty member. May be repeated to a limit of six hours. P: Sr. stdg.; SWK Major; DC.
- SWK 495 Directed Independent Study** (1-6) I, II, S
Student-initiated project on a focused topic in social work, utilizing library materials and involving close cooperation with a supervising faculty member. May be repeated to a limit of six hours. P: Sr. stdg.; SWK Major; DC.
- SWK 497 Directed Independent Research** (1-6) I, II, S
Student-initiated empirical project on a focused topic in social work, involving close coordination with a supervising faculty member. May be repeated to a limit of six hours. P: Sr. stdg.; SWK Major; SOC 312; DC.
- SWK 505 Methods and Strategies for Working with Families and Support Personnel for Exceptional Children and Youth** (3) I, II, S (Same as EDU 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: Jr. stdg.
- SWK 571 Working With Troubled Families** (3) S (Same as COU 571, EDU 571)
Designed to give participants an understanding of family dynamics; why troubled families remain troubled; how intervention can help a family overcome its difficulties. Theoretical presentations and exercises relating to these presentations with opportunities for class discussion of both. P: Jr. stdg.

SOCIOLOGY (SOC) AND ANTHROPOLOGY (ANT)

Associate Professor Clark (Chair), Professor Harper; Associate Professor Ault; Assistant Professors Lopez, Riley and Baker.

Admissions Criteria

All applications to major in the department must give evidence of having completed SOC 101 (or ANT 111 for the major in Anthropology) with a grade of "C" or better, one additional course in the department with a grade of "C" or better, and a cumulative grade-point average of 2.00.

Fields of Concentration for Degree of Bachelor of Arts

Major in Anthropology: Thirty-seven semester hours of course work within the department including: ANT 111, ANT 301, ANT 312, ANT 314, and two culture area courses (Africa, Asia, Latin America or Native North America) and fifteen additional hours of anthropology.

Supporting courses: Twelve credits at the 200 level or higher from other departments to be determined in consultation with the student's major adviser.

Major in Sociology: Thirty-seven semester hours of course work within the department, including 13 of which must be the following: SOC 101, 301, 312, and 314, and a minimum of 24 additional sociology hours, 15 of which must be at the 300-level or higher.

Supporting courses: With the approval of the Major Adviser, twelve semester hours of 200-level or higher course work are to be taken from other departments.

Major in Sociology with a Specialization in Criminal Justice System Policy: Thirty-seven semester hours of course work within the department, including 19 of which must be the following: SOC 101, 312, 314, 320, 321, and 323 and a minimum of 15 additional sociology hours. In addition six credit hours from among the following courses must be taken: PSY 333, PLS 320 and 337.

Major in Justice and Society: (see Justice and Society).

Co-Major in Anthropology: Students majoring in other department may earn a co-major by successfully completing 24 credit hours in anthropology, including ANT 111, ANT 301, ANT 349 and two culture area courses and nine additional hours.

Co-Major in Sociology: Students who have been accepted as majors in other departments may earn a co-major by successfully completing 25 credit hours in Sociology, including SOC 101, 301, 312 and 314.

The Field of Concentration for Degree of Bachelor of Science in Sociology

Major in Sociology: Thirty-seven semester hours of course work within the department, including the following: SOC 101, 301, 312, 314, 333, 411, 497 (6 hrs.), plus a minimum of twelve additional hours, six of which must be at the 300-level or higher.

Supporting courses: Twelve semester hours of 200-level or higher course work from other departments approved by the Major Adviser.

SOC 101 Self and Society (3) I, II, S

Human beings live out their lives in a multitude of social relationships ranging from personal relationships to citizenship in the global community. In a very real sense, persons are fully human only within the context of their connectedness to others. This course explores the meaning of this connectedness by considering four basic questions: (1) How is social life organized? (2) What consequences does this social organization produce? (3) How does this social organization change over time? (4) What does this organization, its consequences and changing nature, have to do with the lives of individuals?

SOC 200 Special Issues (3) OD

Topics of special interest. Course will be subtitled in the Schedule of Courses. Course may be repeated under different subtitles. P: So. stdg.

SOC 205 American Family Issues (3) I

Systematic examination of the history of American families and contemporary changes affecting and taking place within today's families. Attention is directed to in-depth consideration

of four or five major issues, such as divorce, single-parent families, family violence, reproductive dilemmas, dual-worker families, etc. P: So. stdg.

- SOC 215 Sociology of Health Care (3) I (Same as HAP 215)**
Study of the relationship between society and health-care systems. The sociology of health-care organization, including patient-practitioner relationships, concepts of health and disease, health-care personnel, and systems of delivery. P: So. stdg.
- SOC 223 Social Problems: Values, Issues and Public Policy (3) I**
Social problems in contemporary American society. Focus on public issues, controversies, and policy alternatives.
- SOC 225 Perspectives on Aging (3) OD**
An introduction to gerontology, the study of human aging. Physical, psychological, and social policy aspects of aging and historical, cross-cultural, and social policy aspects of aging populations are examined. Aging is viewed both as a personal experience and as a social process. Opportunities provided for pursuing personal interests. P: So. stdg.
- SOC 235 Technology and Human Values (3) II ONY**
We often fail to recognize how the unanticipated (and often unintended) consequences of technologies change our social systems, including the way we relate to each other. This course will examine how different social systems attempt to control and manage the development of technology, the differential impact of emerging technologies on identifiable segments of society, and the ethical and values-issues involved in technological and social change. Includes an exploration of the impact of complicated technologies on less developed cultures. P: So. stdg.
- SOC 295 Special Projects (3) I, II, S**
Subject matter and method to be worked out individually. P: So. stdg.; DC.
- SOC 301 Social and Cultural Theory (3) I (Same as ANT 301)**
An exploration of the ideas central to sociology and anthropology from the perspective of their historical and contemporary theories. Special attention is given to the implications of these ideas for understanding human social values. P: Jr. stdg.
- SOC 307 Demography: World Population Issues (3) I ONY (Same as ANT/EVS 307)**
This course will provide a sociological examination of the development and evolution of different models of population dynamics from several contemporary cultures. It will place particular emphasis on the assumptions and logical consequences of each of these models. Includes a survey of historical and contemporary trends in population growth, as well as a review of competing perspectives about natural limits to that growth. P: So. stdg.
- SOC 309 The Urban Social System (3) OD (Same as BKS 309)**
Examination of the process of urbanization as it affects the lives and institutions of local populations and incorporates them into much larger national and international systems. P: Jr. stdg.
- SOC 310 Religion and Contemporary American Society (3) II ONY (Same as AMS 310)**
An examination of religious beliefs, behaviors, and structures as they relate to contemporary America. In addition to studying established religious forms, attention is also given to the public controversies connected with religion and to new religious movements and trends. P: So. stdg.
- SOC 311 Sociology of the Family (3) II**
How the structure and dynamics of families affect the life experiences of individuals and how the family itself interacts with forces in the larger social environment. Emphasis on contemporary families with cross-cultural comparisons. P: Jr. stdg.
- SOC 312 Research Methods in the Social Sciences (3) I (Same as ANT 312)**
Introduction to the nature of research within the social sciences. Attention is directed to the basic logic and research techniques involved in studying the social world scientifically. Specific topics considered include research design, measurement, alternative data collection procedures, and ethical concerns involved in studying social life. P: So. stdg.
- SOC 314 Statistics for the Social Sciences (4) II (Same as ANT 314)**
Broad introduction to the statistical techniques used by social scientists to analyze their data, including computer usage. Attention is directed to the basic procedures for organizing and describing data, for assessing relationships among social variables, and for using that information to make inferences about the population. 3R, 1L. P: SOC 302 or So. stdg.

- SOC 317 Global Health Issues (3) II, AY** (Same as ANT/HAP 317)
This course will examine the social production of health and disease from a global perspective. Related to these issues, is the topic of health and well being in developing countries. P: So. stdg.
- SOC 318 Gender in American Society (3) I** (Same as AMS 318)
Comprehensive examination of the forces shaping the position and behavior of women and men in modern American society. How and why do these positions and behavior differ? What are the consequences of these differences? Emphasis on gender as enacted across the spectrum of multicultural diversity in American society, with some comparison to other societies. P: Jr. stdg.
- SOC 320 Sociology of Deviant Behavior (3) I**
A sociological examination of the conditions under which societal definitions of deviance emerge, develop, and change over time. Special attention will be paid to the process of societal reaction to deviant behavior. P: So. stdg.
- SOC 321 Sociology of the Criminal Justice System (3) II**
A survey of the development, modification, and enforcement of criminal law. Special attention will be given to the courts, corrections, and enforcement agencies, and the role of competing values in the decision-making process. In addition to the western legal heritage that has been the principle influence in U.S. criminal law, the perspective of nonwestern traditions of criminal justice will be addressed. P: So. stdg.
- SOC 323 Law and Society (3) II ENY**
A sociological examination of the development and evolution of models of legal systems from several contemporary cultures, with particular emphasis on the way each of the different models functions, either as a mechanism of social stability or as a mechanism of social change. This will include a survey of civil, criminal, administrative, and commercial issues, and their relationship to other social institutions, as well as a review of efforts to develop legal systems that transcend competing cultures, either by treaty, or by international organizations. P: Jr. stdg.
- SOC 331 Industry and Society (3) I ENY**
Sociological study of the economic components of society as they relate to the other social institutions. Special attention given to the effects on behavior of specific forms of economic organization, especially those associated with industrialization. P: So. stdg.
- SOC 333 Social Psychology (3) I**
Drawing upon sociological, psychological, and anthropological data, we attempt to better understand how individuals, through the interaction process, influence and are influenced by the social settings in which they function. P: So. stdg.
- SOC 341 American Cultural Minorities (3) I** (Same as AMS/ANT/BKS 341)
Determinants and consequences of prejudice and discrimination; race, ethnocentrism, religious conflict, class structure. Consideration also given to proposed strategies for reducing inter-group tension. P: Jr. stdg.
- SOC 350 Social Change (3) AY** (Same as ANT 350)
Major social trends in America and the world.; social change processes and social movements. Special focus on the emergence of a global system of economic, political, and environmental relationships. P: So. stdg.
- SOC 355 Environment and Society: Sociological Perspectives (3) II** (Same as ANT/EVS 355)
Human societies interact with the natural environments in which they are embedded. An examination of the driving economic, political, cultural, and demographic forces that cause human modification of the natural world, the resulting social and environmental problems and public controversies. A focus on movements and policies related to environmental issues, and the prospects for the emergence of more environmentally "sustainable" societies. P: Jr. stdg.
- SOC 385 Community Internship I, II (3)**
Omaha city government departments and other private and public agencies provide opportunities for semester-long participation in their regular operations. Academic coordination provided by a department faculty member. May be repeated for up to 6 hrs. 1C, 12L. P: Jr. stdg.; SOC major; IC; 2.5 QPA
- SOC 400 Topical Seminar in Sociology (3) OD**
Seminars offered on special topics related to sociology. Topics vary from semester to semester. May be repeated under different subtitles. P: Jr. stdg.

- SOC 411 Social Inequality and Stratification** (3) II AY
Nature, causes, and consequences of social inequality and stratification, with particular attention directed to the interaction among class, race and ethnicity, and gender. P: Jr. stdg.
- SOC 440 Gender Communication** (3) I I 1993-94 (Same as COM 440)
Focuses on the similarities and differences in the communicative behaviors of women and men. Lectures, in-class experiential exercises, role-playing, and group discussions devoted to such topics as female-male roles and stereotypes; differences in verbal and nonverbal codes; partnership styles and alternatives; specific communication skills aimed at female-male relationships in a variety of settings (e.g., education, the workplace, the media, etc.); and special problem areas of female-male communication.
- SOC 455 Food, Society, and Environment** (3) (Same as ANT/EVS/SRP 455)
Access to food is a universal, basic human need. This course considers the social and cultural significance of food, the ecological implications of producing it, and the social justice issues that surround its distribution from several disciplinary perspectives. P: Sr. Stdg.
- SOC 463 Organizational Assessment** (3) AY (Same as COM 463, EDU 463)
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.
- SOC 485 Sociology of the Caribbean: The Dominican Republic and Haiti.** (3) I, II
Focuses on the sociopolitical and economic process that shape the Caribbean region, particularly the Dominican Republic and Haiti, emphasizing the interplay between social structures and cultural practices. P: IC
- SOC 486 Modern American Society** (3) I, II, S
A study of the political sociology of the American system through an examination of the ways in which significant issues of public policy at the national level are addressed by our political institutions. Conducted at the Institute for Experiential Learning in Washington, D.C. CO: SOC 487, 488; P: Jr. stdg.; SOC major; DC; 2.5 QPA.
- SOC 487 Internship in Washington, D.C.** (6) I, II, S
Students spend four days per week (approximately 32 hours per week) in government agencies, businesses, law firms, for-profit, or nonprofit organizations. A learning plan, reflecting the student's goals and objectives is developed in collaboration with the organization, and supervision is provided by faculty from the Institute for Experiential Learning, Washington, D.C. CO: SOC 486, 488; P: Jr. stdg.; SOC major; DC; 2.5 QPA.
- SOC 488 Experiential Education Seminar** (3) I, II, S
Examines the role of the individual in complex organizations by applying theories of experiential education, cognitive and social development, and organizations development to the experience gained by the student in the Washington, D.C. internship. CO: SOC 486, 487; P: Jr. stdg.; SOC major; DC. 2.5 QPA.
- SOC 489 Social Images of Cultural Minorities** (3) II (Same as JMC/SRP 489)
This course examines media images of various cultural minority groups and contrasts them with the images presented to students on field trips. Students are required to do independent field work and write about their observations. P: Sr. stdg.
- SOC 493 Directed Independent Readings** (1-6) I, II, S
Survey of the literature related to a topic in sociology not covered in the student's course work. Undertaken in close cooperation with the supervising faculty member. May be repeated to a limit of six hours. P: Sr. SOC major; DC.
- SOC 495 Directed Independent Study** (1-6) I, II, S
Student-initiated project on a focused topic in sociology, utilizing library materials and involving close coordination with a supervising faculty member. May be repeated to a limit of six hours. P: Sr. SOC major; DC.
- SOC 497 Directed Independent Research** (1-6) I, II, S
Student-initiated empirical project on a focused topic in sociology, involving close coordination with a supervising faculty member. May be repeated to a limit of six hours. P: SOC 202, 302; Sr. SOC major; DC.

ANTHROPOLOGY (ANT)

- ANT 111 Human Variation** (3) I, II
This course examines human biological and cultural variation both temporally and spatially. It takes a holistic perspective which looks at humankind as biological, spiritual, and social beings. Human variation will be explored in terms of biological and cultural adaptations human groups have made to their unique environments.
- ANT 244 Cross-Cultural Communication** (3) II ENY (Same as COM 244)
Course combines attention to sociolinguistic theory and analysis with practical strategies for maximizing communication between people from varying national, ethnic, professional, religious, and regional backgrounds. P: So. stdg.
- ANT 301 Social and Cultural Theory** (3) I (Same as SOC 301)
An exploration of the ideas central to sociology and anthropology from the perspective of their historical and contemporary theories. Special attention is given to the implications of these ideas for understanding human social values. P: Jr. stdg.
- ANT 302 American Studies Seminar: The American Character** (3) AY (Same as AMS 302, HIS 302)
Comprehensive study of the values, attitudes, and characteristic behaviors of the American people. How and why are Americans different from others? What is the national character? What historical forces have formed this character? P: So. stdg.
- ANT 307 Demography: World Population Issues** (3) I ONY (Same as EVS/SOC 307)
This course will provide a sociological examination of the development and evolution of different models of population dynamics from several contemporary cultures. It will place particular emphasis on the assumptions and logical consequences of each of these models. Includes a survey of historical and contemporary trends in population growth, as well as a review of competing perspectives about natural limits to that growth. P: So. stdg.
- ANT 312 Research Methods in the Social Sciences** (3) I (Same as SOC 312)
Introduction to the nature of research within the social sciences. Attention is directed to the basic logic and research techniques involved in studying the social world scientifically. Specific topics considered include research design, measurement, alternative data collection procedures, and ethical concerns involved in studying social life. P: So. stdg.
- ANT 314 Statistics for the Social Sciences** (4) II (Same as SOC 314)
Broad introduction to the statistical techniques used by social scientists to analyze their data, including computer usage. Attention is directed to the basic procedures for organizing and describing data, for assessing relationships among social variables, and for using that information to make inferences about the population. 3R, 1L. P: SOC 302 or So. stdg.
- ANT 317 Global Health Issues** (3) II, AY (Same as HAP/SOC 317) AY
This course will examine the social production of health and disease from a global perspective. Related to these issues, is the topic of health and well-being in developing countries. P: So. stdg.
- ANT 341 American Cultural Minorities** (3) I (Same as AMS/BKS/SOC 341)
Determinants and consequences of prejudice and discrimination; race, ethnocentrism, religious conflict, class structure. Consideration also given to proposed strategies for reducing inter-group tension. P: Jr. stdg.
- ANT 342 Peoples and Cultures of Sub-Saharan Africa** (3) I (Same as AFS/BKS 342)
An exploration of the people and places of Africa south of the Sahara from a variety of anthropological perspectives. It is an introduction to the cultures of Africa and a history of how those cultures have been perceived and interpreted. P: So. stdg.
- ANT 343 Native Cultures of North America** (3) II AY
Historic and ethnographic survey of the Native cultures of North America. Includes an analysis of the ecological, social, and ideological adaptations and cultural changes brought by contact with Euro-American populations. P: So. stdg.
- ANT 345 Sports in American Culture** (3) I ENY (Same as AMS 345)
How American cultural norms, values, and beliefs are reflected in and are influenced by sport. Included will be issues of basic cultural values and ideology, racial and ethnic groups, gender, and the role sport plays in American culture. P: Jr. stdg.

- ANT 346 People and Cultures of Latin America (3) II ENY**
A study of the cultures of Latin America. Includes an analysis of the culture history, ecological adaptations, social adaptations, and ideological adaptations, and explores the nature of culture change in these Spanish and Portuguese speaking regions of the Americas. P: Jr. stdg.
- ANT 347 Peoples and Cultures of Africa and the Middle East (3) I AY (Same as AFS/BKS 347)**
A study of the cultures of North Africa and the Middle East. Includes an analysis of the culture history, environmental, social and ideological adaptations, and explores the cultural changes of these predominantly Islamic cultures. P: Jr. stdg.
- ANT 348 People and Cultures of Asia (3) II AY**
A study of the cultures of South, East, and Southeast Asia. Includes an analysis of the culture history, environment, social, and ideological adaptations, and explores the changes in these cultures. P: Jr. stdg.
- ANT 349 Anthropological Methods (3) I ENY**
Introduction to anthropological research methods. Includes research design, strategies for collecting ethnographic data with a particular focus on participant observation and field work, comparative research, theory building, and ethical issues involved with human research. P: Jr. stdg. or ANT 111.
- ANT 350 Social Change (3) AY (Same as SOC 350)**
Major social trends in America and the world.; social change processes and social movements. Special focus on the emergence of a global system of economic, political, and environmental relationships. P: So. stdg.
- ANT 355 Environment and Society: Sociological Perspectives (3) AY (Same as EVS/SOC 355)**
Human societies interact with the natural environments in which they are embedded. An examination of the driving economic, political, cultural, and demographic forces that cause human modification of the natural world, the resulting social and environmental problems and public controversies. A focus on movements and policies related to environmental issues, and the prospects for the emergence of more environmentally "sustainable" societies. P: Jr. stdg.
- ANT 360 Gender and Culture (3) II**
Examines gender from anthropological perspectives, including linguistics, biological anthropology, culture history, and socio-cultural anthropology. The course will examine gender in a wide variety of cultures. P: So. stdg.
- ANT 362 Applied Anthropology (3) II**
Will examine anthropology's role, as a profession, in dealing with contemporary human problems. This course will introduce students to key anthropological concepts, theories and research methods, and demonstrate the usefulness of these tools in identifying, assessing, and solving problems by using case studies. P: Jr. stdg.
- ANT 363 Socio-Cultural Construction of Health, Illness, and Healing (3) AY**
This course explores the socio-cultural construction of health, illness and healing, and provides students with insight into the ways in which people of different cultures define, treat and prevent illnesses. Many people tend to believe that Western medical science is the only valid system of diagnosis and treatment, and this course aims to broaden student's understanding of the ways in which indigenous and traditional medical systems are also directed at promoting health and alleviating disease. P: Jr. stdg.
- ANT 400 Topical Seminar in Anthropology (3) OD**
Seminars offered on special topics related to anthropology. Topics vary from semester to semester. May be repeated under different subtitles. P: Jr. stdg.
- ANT 409 Race and Gender Relations: Moral and Ethical Dilemmas (3) I (Same as SRP/SWK 409)**
This course explores the multiple faceted experience of being a person of color, a specific gender and immigrants in the United States. Institutional forces (economic, educational, familial, political and social welfare) are examined that influence the structure and status of persons of color, immigrants and women and men. Emphasis is understanding the diversity of the United States and the connections between and among race, gender and class and their complexity. Ways to better understand and interact are presented in addition to ways to foster social change. P: Sr. stdg.

- ANT 444 Non-Violence and Peaceful Resolution of Conflict: Cross-Cultural and Political Perspectives** (3) I (Same as JPS/PLS/SRP 444)
Peace is more than the absence of war and both peace and war (or violence, in general) are socio-political constructs. This course seeks to understand how people differ in how they envision and enact peace, violence, war, non-violence, and peaceful resolutions of conflict. Students will assess their own views on alternatives to violence and modes of conflict resolution by comparing different cultures, political practices, and times. P: Sr. stdg.; PHL/THL 250.
- ANT 455 Food, Society, and Environment** (3) (Same as EVS/SOC/SRP 455)
Access to food is a universal, basic human need. This course considers the social and cultural significance of food, the ecological implications of producing it, and the social justice issues that surround its distribution from several disciplinary perspectives. P: Sr. Stdg.
- ANT 493 Directed Independent Readings** (1-6) I, II, S
Survey of the literature related to a topic in anthropology not covered in the student's course work. Undertaken in close cooperation with a supervising faculty member. May be repeated to a limit of six hours. P: Sr. SOC/ANT major; DC.
- ANT 495 Directed Independent Study** (1-6) I, II, S
Student-initiated project on a focused topic in anthropology, utilizing library materials and involving close cooperation with a supervising faculty member. May be repeated to a limit of six hours. P: Sr. SOC/ANT major; DC.
- ANT 497 Directed Independent Research** (1-6) I, II, S
Student-initiated empirical project on a focused topic in anthropology, involving close coordination with a supervising faculty member. May be repeated to a limit of six hours. P: SOC 202, 302; Sr. SOC/ANT major; DC.
- ANT 525 Syro-Palestinian Archeology and the Bible I** (3) S (Same as CNE/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 Syro-Palestinian Archeology and the Bible II** (3) S (Same as CNE/THL 526)
This is a study of ancient Palestine from the rise of the Herodian dynasty in the first century B.C.E. to the aftermath of the Muslim conquest in the seventh century C.E. the material of the course is the physical remains of archaeological sites throughout modern Israel, along with movable cultural remains that issued from these sites. The major focus of the course will be the interaction between Classical Mediterranean civilization on the one hand, and the Jews and other Middle Eastern peoples on the other, in the age that yielded Rabbinic Judaism, Christianity and Islam. CO: ANT 525

SPANISH See *Department of Modern Languages and Literatures*

STATISTICS (STA)

Associate Professor Cheng (Chair, Department of Mathematics/Computer Science); *Professor Mordeson*; *Associate Professor Fong*.

- STA 493 Directed Independent Readings** (Credit by Arrangement)
May be repeated to a limit of six hours.
- STA 495 Directed Independent Study** (Credit by Arrangement)
May be repeated to a limit of six hours.
- STA 497 Directed Independent Research** (Credit by Arrangement)
May be repeated to a limit of six hours.
- STA 499 Senior Thesis: Supervised Consulting** (Credit by Arrangement)
May be repeated to a limit of six hours. P: DC.
- STA 513 Probability and Statistics in the Health Sciences** (3) I (Same as MTH 513)
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 treat-

ment 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 521 Computational Methods in Statistics (3) OD**
Use of packages of statistical programs, calculation of statistical tables, Monte Carlo methods. P: A course in statistics; CSC 221.
- STA 525 Nonparametric Methods (3) OD**
Applications of nonparametric estimates, confidence, intervals, tests, and multiple comparison procedures. P: A course in statistics.
- STA 527 Sample Surveys (3) OD**
Simple, systematic, stratified, and cluster random sampling; proportions; ratios; selection of sample size. P: A course in statistics.
- STA 561 Mathematical Statistics I (3) I (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) II (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) OD**
Least squares method; general linear hypothesis; multiple correlation and regression; analysis of covariance. P: STA 561; MTH 529.
- STA 569 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: STA 561.
- STA 571 Linear Programming (3) 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 529.
- STA 573 Probabilistic Models (3) OD (Same as MTH 573)**
Queuing theory, inventory theory, Markov processes, simulation, and nonlinear programming. P: STA 561.
- STA 575 Introductory Stochastic Processes (3) OD (Same as MTH 575)**
Random walk, normal processes and covariance stationary processes, counting processes and Poisson processes, renewal counting processes, discrete and continuous parameter Markov chains. P: STA 561.
- STA 577 Applied Multivariate Analysis (3) OD**
Inference about mean vectors and covariance matrices, canonical correlation, principal components, discriminant analysis, cluster analysis, computer techniques. P: STA 563, 567.
- STA 579 Applied Time Series Analysis (3) OD**
Forecasting; Box-Jenkins models; time series; regression; exponential smoothing; transfer function models; auto covariance functions. P: STA 561.

THEATRE See Department of Fine and Performing Arts

THEOLOGY (THL)

Associate Professor O'Keefe (Chair), Professors Hauser, Hamm, M. Lawler, Malina, Proterra, Schultenover, and Wright; Associate Professors Mueller, Reno, Shanahan, and Simkins; Assistant Professors Calef, J. Fleming, Hogan, Roddy, Salzman, Schissel, and Weber; Adjunct Assistant Professor Hart; Adjunct Instructors Driscoll, and Walsh.

Theology Requirements

To fulfill their core curriculum requirements, Arts and Sciences students must take the 100-level course ("Christianity in Context"), one course in Scripture (THL 200 through 229), and one course in Christian theology (THL 300 through 350). Students are also required to take a course in ethics; this requirement may be fulfilled either in the Theology department or in the Philosophy department (THL 250 or PHL 250). Specific requirements for Nursing are listed on pages 126-133. Specific requirements for Business Administration are listed on pages 113-125.

Prerequisites

The course entitled "Christianity in Context" (THL 100) is required of all students. It must be taken before any other Theology course may be taken, and should be taken during the Freshman year. The second course must be a 200-level course in Scripture taken after the Freshman year. The third course in Christian theology must be taken after the first two required courses and requires Junior standing. THL 250 may be taken by those with sophomore standing at any time after the completion of the freshman theology course.

The Fields of Concentration

Theology as a major: Thirty-six hours including THL 100. In the sophomore or junior year the major takes two Scripture courses, including both Old and New Testament studies, THL 250, and one of the 300-level courses in Christian theology required of all students in the College. In the Spring of the junior year, THL 550 is required. In the Fall of the senior year THL 492 is required. The additional five courses, chosen in consultation with the major advisor, must include three on the 400-599 level, including one in each of the following areas: Doctrinal, Historical or Liturgical Theology; Biblical Studies; Christian Life Studies.

Theology as a Co-Major: For students who are majoring in another discipline, but who wish to co-major in theology, the theology concentration requires 27 hours of courses including THL 100. Co-majors take two Scripture courses, one each in Old and New Testament studies, THL 250, one 300-level course in Christian theology, one 400-599 level course, THL 335 if not taken in Core, THL 550 and THL 492 (with permission of instructor). Any remaining theology course(s) is/are chosen in consultation with the theology advisor.

Major in Ministry: Thirty-six hours including THL 100. The major in Ministry has two concentrations, one specified simply as Ministry and adaptable to the student's area of interest (e.g. Youth Ministry, Family Ministry, etc.), the other specified as Social Ministry. Both concentrations have a required core of 27 hours: THL 100, a course in Old Testament, a course in New Testament, THL 250, THL 339, THL/JPS 365, THL 550, THL 560, THL/JPS 498. The concentration in Ministry requires also THL 592 (3-6 hours) and an elective(s) related to the student's area of interest (3-6 hours). These electives may be courses in theology or in some other area related to the student's area of interest. Courses outside the department require the approval of the student's major advisor. The concentration in Social Ministry requires also THL 360 (3-4 hours), THL/JPS 565, and a 200-level elective in social science.

Certificate Program in Liturgy: Offered through University College, this program requires twenty-five semester hours: two Scripture courses, both Old and New Testament; one of the following: THL 325, 335; and THL 250, 338, 339, 491, 544, and 561.

Certificate Program in Ministry: Offered through University College, this program requires twenty-five semester hours: two Scripture courses, both Old and New Testament; two of the following: THL 325, 335, or 339; and THL 250, 392, 491, 560, and 561.

Certificate Program in Spirituality: Offered through University College, this program requires twenty-five semester hours: two Scripture courses, both Old and New Testament; two of the following: THL 325, 335, or 339; and THL 250, 491, 544, 561, and 575.

Certificate Program in Theology: Offered through University College, this program requires twenty-five semester hours: two Scripture courses, both Old and New Testament; two of the following: Thl 325, 335, or 339; THL 250, 491, and 561; and two 300-599 level theology courses chosen in consultation with advisor.

- THL 100 Christianity in Context (3) I, II**
The study of religion as a universal human phenomenon and of Christianity within that context. Within that framework, students will be challenged to situate their own appropriation of faith.
- THL 101 Honors Christianity in Context (3) (Same as THL 100) OD**
Open to students eligible to enroll in honors courses. Requires the consent of the Director of the Honors Program.
- THL 110 Religious Foundations (3) OD**
Internet-based distance education course, surveying some of the most important aspects of Roman Catholic thought, especially concerning Scripture, Doctrine, and Sacrament. Course is offered to religious educators in Catholic elementary schools who have little or no academic background in the Catholic theological tradition.
- THL 200 Introduction to the Bible (3) I, II**
Historical and thematic overview of the Old Testament as pointing toward the New Testament. Discussion of the historical context and evolution of the New Testament with a focus on the major Pauline letters, the theological characteristics of the Synoptic gospels, Acts, and the Johannine writings. P: THL 100; So. stdg.
- THL 201 Reading the Old Testament (3) I, II**
Survey of the literature, history, and religion of the Old Testament. P: THL 100; So. stdg.
- THL 202 Creation and Apocalypse (3) I, II**
The comparative examination of biblical creation myths and their appropriation in historical, cultic, and prophetic settings P: THL 100; So. stdg.
- THL 203 Biblical Ancestors and Heroes (3) I, II**
Examination of the story of ancient Israel through the lens of its major figures. Emphasis on their role as literary and social figures. P: THL 100; So. stdg.
- THL 207 Reading the New Testament (3) I, II**
A survey of selected writings from the early Christian communities, understood in their cultural and literary contexts. P: THL 100; So. stdg.
- THL 208 New Testament Communities and Their Stories (3) I, II**
By using a selection of New Testament texts, students will examine early Christian rhetorical and story telling styles, issues that shaped their emerging identity, and their understanding of the Jesus story. P: THL 100; So. stdg.
- THL 209 The Synoptic Gospels: The Life of Jesus (3) I, II**
Describing and understanding Jesus and the Jesus movement group (the “historical Jesus”) from ca. 30 A.D. by means of traditions set down in writings a generation or more later. P: THL 100; So. stdg.
- THL 210 Applying the Memory of Jesus: The Community of John (3) I or II**
Study of the unique witness to the meaning of Jesus in the Johannine writings. P: THL 100; So. stdg.
- THL 212 Paul and His Legacy (3) I, II**
The correspondence of Paul and others following and adapting his tradition is examined for both their style and their message concerning what God has done in Jesus that affects their communities’ lives and identities. P: THL 100; So. stdg.
- THL 215 Honors Reading the Old Testament (3) (Same as THL 201)**
This course is open to students eligible to enroll in honors courses. It requires the consent of the Director of the Honors Program.
- THL 219 Honors Synoptic Gospels: The Life of Jesus (3) I, II (Same as THL 209)**
Describing and understanding Jesus and the Jesus movement group (the “historical Jesus”) from ca. 30 A.D. by means of traditions set down in writings a generation or more later. Note: This course is open only to students enrolled in the Honors Program. It requires the consent of the Director of the Honors Program. P: THL 100; So. stdg.

- THL 250 Theological Foundations for Ethical Understanding (3) I, S (Same as JPS 250)**
Study of traditional and contemporary frameworks for determining moral values and making moral decisions in a Christian context. The application of traditional moral understandings to contemporary moral problems. P: THL 100; So. stdg.
- THL 325 Catholicism: Creed and Question (3) II**
This course explores the basic beliefs and teachings of the Roman Catholic Church within the context of current theological debate. P: 200-level Scripture course; Jr. stdg.
- THL 326 Defending the Christian Faith (3) I**
How the Christian church has defended its core doctrines and beliefs against critics both ancient and modern. P: THL 100; a 200-level Scripture course; Jr. stdg.
- THL 329 Theology of the Church (3) I, II**
Scriptural foundations, Petrine office, infallibility, apostolic succession, ecclesiology of Vatican II. P: 200-level Scripture course; Jr. stdg.
- THL 330 Jesus Christ and the Salvation of the World (3)**
This course will explore through historical analysis and contemporary theory a fundamental Christian doctrine: Jesus Christ is Savior of the world. The course will lead students in the study of some of the fundamental questions related to this doctrine. P: 200-level Scripture course; Jr. stdg.
- THL 334 Theology of the Holy Spirit (3) II**
The Holy Spirit in the New Testament as the Spirit who creates the Christian community. Development of theology of Holy Spirit in history. P: 200-level Scripture course; Jr. stdg.
- THL 335 Jesus Christ: Yesterday and Today (3) I, II**
An historical and critical analysis of the meaning of the man Jesus of Nazareth as that meaning was developed in the New Testament and in later Christian traditions. Special emphasis on contemporary theological attempts to answer the perennial question: "Who is this man?" P: 200-level Scripture course; Jr. stdg.
- THL 336 Belief and the Quest for Christian Identity: Theological Explorations (3) II**
What difference does it make to the development of the human person to believe in God and to believe in Jesus Christ as God incarnate? Based on what we can know of the historical Jesus and on how the Christian church has viewed Jesus through the centuries, this course seeks to provide a portrait of Jesus to attract and challenge today's inquirer. P: 200-level Scripture course; Jr. stdg.
- THL 337 Nature, Grace and Sin (3) OD**
Theologies of nature, grace and sin in Scripture, in the Christian tradition and in contemporary theology, with particular reference to the ways grace heals and transforms our personal, societal and environmental relationships. P: 200-level Scripture course; Jr. stdg.
- THL 338 Eucharist: Sacrament of Unity or Disunity? (3) I, II**
Study of the Eucharist from an ecumenical perspective. The course is intended for Catholic and Protestant, mainline and evangelical Christians seeking a critical, historical, and theological understanding of their eucharistic heritage. P: 200-level Scripture course; Jr. stdg.
- THL 339 Theology of the Church and Sacraments (3) I, II**
An historical and critical analysis of the sacramental dimension of Christianity as it applies to the church. A treatment of the church as the sacrament of the risen Jesus and of the classical Christian sacraments as solemn, symbolic actions of both that church and that Jesus. P: 200-level Scripture course; Jr. stdg.
- THL 344 Theology of Christian Marriage (3) II**
Christian marriage in its sacramental reality and intrinsic mystery. Particular needs and problems confronting marriage today. P: 200-level Scripture course; Jr. stdg.
- THL 346 Vatican Council II: Teachings on the Church (1) OD**
Course deals with the view of the church proposed by the Second Vatican Council. Examination of the biblical basis for that view and consideration of various models of church and their implications for Catholic life. Designed for teachers and administrators in the Catholic School system of the Archdiocese of Omaha.
- THL 350 Archaeology of Syria-Palestine (3) OD (Same as ART/CNE/HIS 350)**
A chronological survey of the archaeology of Syria-Palestine in which material culture provides a window on the history of society, economy, and religion from the Neolithic to Hellenistic times. Special topics include the emergence of farming and pastoral societies, the formation

and dissolution of Bronze Age city-states, and the rise and fall Iron Age kingdoms such as Israel, Moab, and Edom.

- THL 353 Introduction to Buddhism** (3) OD (Same as PHL 353)
Origin and development of Buddhism's basic doctrines and beliefs. The different schools of Buddhist traditions, and the changes as Buddhism spread from India through China and Japan to the West. How Buddhist teachings are practiced in daily life. P: 200-level Scripture course; Jr. stdg.
- THL 354 Introduction to Judaism** (3) OD
Development of Jewish faith, philosophy, institutions, and peoplehood. P: 200-level Scripture course; Jr. stdg.
- THL 356 Christianity in Africa** (3) OD (Same as AFS/BKS 356)
Introduction to religion among Africans and Africans in the diaspora. African religious concepts of time, creation, the place of humans in creation, initiation rites, marriage, procreation, death. The relationship between the ecclesial and non-ecclesial dimensions; development of the Black sacred cosmos, ritual, music, folk tradition and performance practice. Certified Writing Course.
- THL 357 Introduction to Islam** (3) I
The development of the religion of Islam, especially its institutions and structures, from the period of the Prophet Muhammad and the revelation of the Holy Quran up to the present. An examination of the basic doctrines of Islam along with its religious practices (including Sufism, the Islamic mystical tradition), plus an overview of Islam in several selected countries or regions (e.g., Turkey, Iran, the Indian sub-continent, the USA). P: THL 100; 200-level Scripture course, Jr. stdg.
- THL 359 Living Religions of the World** (3) I, II
Major Eastern religions: Hinduism, Buddhism, Confucianism, Taoism, Zoroastrianism, and Islam. Judaism. Christianity. P: 200-level Scripture course; Jr. stdg.
- THL 360 Social Justice in Theory and Practice** (3 or 4) I, II, PS (Same as THL 360)
Inquiry into the sources of social injustices and remedies for them as seen from a Christian perspective. Campus Course Description: Augmented by 40 hours of volunteer community service in poor areas of Omaha or through ILAC participation in the Dominican Republic the previous summer (consult the instructor). Offered for 4 credits in the First Semester. Travel Course Description: Augmented by a "hands-on" laboratory in Labelle, Florida, working with migrant farm laborers and their families. Offered for 3 credits in the Pre-Session. Required of JPS co-majors; open to other students. P: JPS/THL 250 or IC; Jr. stdg.
- THL 365 Faith and Moral Development** (1) I (Same as JPS 365)
Sequence of three mini-seminars over three semesters examining theories of faith and moral development as well as biographies of social justice activists such as Dorothy Day and Martin Luther King, Jr. Required of JPS co-majors. Open to other students. P: JPS/THL/PHL 250 and Jr. stdg.
- THL 391 Applied Ministry/Spirituality** (1-3) OD
Offered only in the Certificate programs in Ministry and Spirituality. Experiential study chosen in consultation with adviser.
- THL 392 Practicum in Ministry** (3) OD
Students must complete a project or practicum related to a specific ministry and share it with the church community and the student's adviser.
- THL 420 Science and Religion** (3) OD (Same as PHL/SRP 420)
This course explores the relationship between science and religion from three perspectives: philosophy of science, scientific theories, and theology. Issues to be studied include: reductionism vs. emergentism, the relationship between God and world (including creation and evolution), the Galileo affair, and Darwin and design. P: Sr. stdg. and PHL 250 or JPS/THL 250.
- THL 457 Biomedical Ethics: Philosophical and Theological Approaches** (3) OD (Same as HAP/PHL/SRP 457)
An exploration of relations between philosophical and theological conceptions of ethics and moral methodologies, together with an application of the latter to select issues in biomedicine and health care policy. P: THL 250 or PHL 250, Sr. Stdg.
- THL 461 The Role of Philosophy in Theology** (3) OD (Same as PHL 461)
Examination of the relation between philosophy and theology, their different ways of thinking about God and Revelation; the role that philosophy has played and can play in the

development of theological thought; the impact that theological ideas have had on philosophical thought; and the interplay between faith and reason. P: 200-level Scripture course; Jr. stdg.

- THL 470 Seminar in Selected Topics (3) OD**
Topical seminar with topics changing in different semesters. P: 200-level Scripture course; Jr. stdg.
- THR 488 Personal and Spiritual Dimensions of Leadership (3) OD (Same as COM/EDU/SRP 488)**
The purpose of the course is to give students the opportunity to engage in introspection and examination of their personal belief and value systems as it relates to leadership. The course begins from the assumption that leadership is “a journey that begins within” and examines the relationship between leadership theory and Christian spirituality. Biographical examples will be analyzed; biographies will be drawn from diverse fields such as health, science, business, government, sports and education. P: Sr. stdg.
- THL 491 Seminar in Liturgy/Ministry/Spirituality/Theology (1) OD**
Certificate in Liturgy/Ministry/Theology/Spirituality students attend five seminars and complete the Portfolio in Ministry during their course of study.
- THL 492 Senior Seminar (3) I**
Study of a major theme in the Christian theological tradition. Each student will write and present a major research paper related to this theme. P: 300-level Christian Theology course; Sr. stdg. Open to Theology majors and co-majors only.
- THL 493 Directed Independent Readings (1-4) OD**
P: DC. May be repeated to a limit of six hours.
- THL 495 Directed Independent Study (1-4) OD**
P: DC. May be repeated to a limit of six hours.
- THL 498 Pastoral Synthesis (3) OD (Same as JPS 498)**
Integrating project synthesizing a personal pastoral experience under faculty direction.

BIBLICAL STUDIES (THL 500-529)

- 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. P: THL 100 and a 200-level Scripture course and Jr. stdg.
- 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. P: THL 100 and a 200-level Scripture course and Jr. stdg.
- 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. P: THL 100 and a 200-level Scripture course and Jr. stdg.
- THL 507 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. P: THL 100 and a 200-level Scripture course and Jr. stdg.
- 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. P: THL 100 and a 200-level Scripture course and Jr. stdg.
- 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. P: THL 100 and a 200-level Scripture course and Jr. stdg.
- THL 511 The Gospel of John (3) OD**
Study of the unique witness to the meaning of Jesus in the Johannine Gospel. P: THL 100 and a 200-level Scripture course and Jr. stdg.

- 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. P: THL 100 and a 200-level Scripture course and Jr. stdg.
- THL 516 The Book of Revelation (The Apocalypse) (3) OD**
A contemporary scholarly interpretation of the book of Revelation with reference to contemporary apocalyptic. P: THL 100 and a 200-level Scripture course and Jr. stdg.
- 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. P: THL 100 and a 200-level Scripture course and Jr. stdg.
- 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. P: THL 100 and a 200-level Scripture course and Jr. stdg.
- THL 520 The Dead Sea Scrolls (3) OD (Same as CNE 520)**
Introduction to the Dead Sea Scrolls and various theories about their origin. Exploration of the light they shed on the textual history of the Hebrew Bible, developments in ancient Judaism, and the early history of Christianity. P: THL 100 and a 200-level Scripture course and Jr. stdg.
- THL 523 The Social World of the New Testament (3) OD**
Study of the physical and cultural elements of New Testament Palestine. Designed to help those teaching children at elementary levels. P: THL 100 and a 200-level Scripture course and Jr. stdg.
- THL 524 History of Ancient Israel (3) OD (Same as CNE/HIS 524)**
An examination and reconstruction of the history of ancient Israel from biblical and other ancient New Eastern literary texts, and from archaeological and epigraphic materials. P: THL 100 and a 200-level Scripture course and Jr. stdg.
- THL 525 Syro-Palestinian Archeology and the Bible I (3) S (Same as ANT/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.)
- THL 526 Syro-Palestinian Archeology and the Bible II (3) S (Same as ANT/CNE 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: 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 GRK 528)**
Readings from the Greek Old Testament, commonly known as the Septuagint (LXX); study of its cultural and religious background. P: THL 100 and a Scripture course and Jr. stdg.
- THL 529 Translations of the Bible (3) (Same as CNE 529)**
Various ancient translations of the Bible and their significance. P: THL 100 and a 200-level Scripture course and Jr. stdg.

HISTORICAL-DOCTRINAL-LITURGICAL STUDIES (THL 530-559)

- THL 530 (455) Contemporary Catholic Theologians (3) OD**
Key themes in the thought of Rahner, Congar, De Lubac, Lonergan, and other contemporary Catholic theologians. P: 200-level Scripture course; Jr. stdg.

- THL 531 Studies in Early Christianity (3) I OD**
This course will study the emergence of early Christian theology through the writing of the theologians of the first 500 years of the Church's history. Attention will be given to some of the following themes: the development of the doctrine of the Trinity, the emergence of Classical Christology, early Christian exegesis, the thought of St. Augustine. P: THL 100 and a Scripture course, Jr. stdg.
- 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 will be placed on the church's transition into the third millennium.
- THL 535 Doctrinal Development: Christology (3) OD**
Development of the Christian community's understanding and teaching about the person and work of Jesus Christ. P: THL 100 and a 200-level Scripture course and Jr. stdg.
- 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. P: THL 100 and a 200-level Scripture course and Jr. stdg.
- THL 540 Ecclesiology: The Documents of Vatican II (3) OD**
Basic contemporary questions about the life of the church will be explored through a careful study of *Lumen Gentium* and other selected documents from Vatican II. The Council's theology is examined in the context of the Creed and traditional dogmatic theology.
- THL 541 (484) Theology of Story: Encountering God in Life Stories (3) OD**
Christ-centered anthropology, synthesizing theology and spirituality by using theological concepts of story to discover concrete meaning of Jesus' story as the life story of God and as the model for our own life stories. P: 200-level Scripture course; Jr. stdg.
- THL 544 Christian Celebration: The Liturgical Year (3) OD**
Biblical origins and historical development of feast and season, e.g., Christmas and Easter. The theologies of the saints' days and celebrations. History and meaning of daily common prayer in the Church. P: THL 100 and a 200-level Scripture course and Jr. stdg.
- THL 545 (485) Liturgy and Christian Life (3) OD**
The historical development of Western Liturgy and its technological interpretation through the centuries. Emphasis on the saving presence of Christ and on the role of liturgy in the rest of Christian life. P: THL 100 and a 200-level Scripture course and Jr. stdg.
- 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. P: 200-level Scripture course; Jr. stdg.
- THL 552 (452) The Christian Church: Keeping the Faith Through Shifting Paradigms (3) OD**
A historical and systematic effort (a) to determine the authentic essence and center of Christianity and (b) to describe and critically evaluate how the Christian church, via shifting paradigms and images, attempted in its journey through time, space, and cultures to preserve and propagate the authentic Christian witness. P: THL 100 and a 200-level Scripture course and Jr. stdg.

CHRISTIAN LIFE STUDIES (THL 560-599)

- THL 560 Theology of Ministry**
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. P: THL 100 and a 200-level Scripture course and Jr. stdg.
- THL 561 Finding God in Daily Life: Prayer and Discernment (3) OD**
General introduction to Christian spirituality with emphasis on personal prayer. Goal is to improve the quality of Christian living and praying through better understanding of their internal dynamics. Course focuses on the theology of the Holy spirit, spirituality of Thomas Merton, mysticism and discernment of spirits. Students are expected to practice techniques presented in class. P: THL 100 and a 200-level Scripture course and Jr. stdg.

- THL 562 (448) Christian Morality: Issues and Considerations (1) OD**
 Considerations on: a foundation and approach to Christian morality; the distinctiveness of Christian morality; some contemporary moral problems; specific arguments of contemporary Christian theologians about current questions. Designed for teachers and administrators in the Catholic School system of the Archdiocese of Omaha.
- THL 563 (463) Contemporary Moral Problems (3) OD**
 A comprehensive study of one or more moral issues facing contemporary society.
- THL 564 Catholic Social 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. P: THL 100 and a 200-level Scripture course; Jr. stdg.
- THL 565 Catholic Social Teaching (3) OD (Same as JPS 565)**
 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. P: Two previous THL courses; Jr. stdg.
- THL 566 (465) Sin, Sex, and Intimacy (3) OD**
 Concentrated study of the moral dimension of human sexuality. Readings: social commentary on contemporary uses of sexuality, ancient and modern assessments of the meaning and purpose of sex, authoritative Catholic documents on sexual ethics, feminist criticisms of sexual relations, and contemporary attempts to define a modern ethic of sex and intimacy. P: 200-level Scripture course; Jr. stdg.
- THL 567 (467) Ethical Issues in Health Care (3) OD**
 Inquiry into the values and ethical problems of modern medicine from the viewpoint of Christian theology. P: 200-level Scripture course; Jr. stdg.
- THL 568 (458) Women in the Christian Tradition (3) OD**
 Study of the outlook on man, woman, and divinity in the Bible, the Christian churches past and present, and “post-Christian” feminism. Examination of the Judeo-Christian tradition, both the pervasiveness of its patriarchal assumptions, and the liberating resources it can contribute to a healthy understanding of maleness and femaleness today. P: 200-level Scripture course; Jr. stdg.
- THL 569 (469) Death: Fact, Enigma, Mystery (3) OD**
 Death as seen from early mythology. Biblical approach; the Christian mystery as identified with the mystery of Christ; contemporary thinkers. P: 200-level Scripture course; Jr. stdg.
- THL 570 Faith and Non-Violence (3) OD**
 The Christian foundation supporting a theology of non-violence. Includes examination of selected writings of Gandhi, Martin Luther King Jr., the New Testament, and Catholic Church teaching on just war, nonviolence, and conscientious objection. P: Two previous THL courses; Jr. stdg.
- THL 571 Understanding and Dealing with Suffering: Hebrew and Christian Perspectives (3) OD**
 Survey of perspectives toward suffering from Hebrew and Christian sources. Presentation of current Christian theologies on Divine Providence — the relationship between God and suffering in the world — as well as practical guidelines for establishing helping relationships with suffering people. P: THL 100 and a 200-level Scripture course and Jr. stdg.
- 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. P: THL 100 and a 200-level Scripture course and Jr. stdg.
- THL 573 Religion and Politics (3) OD**
 Four Christian formulations of the relation of religion to politics: the sectarian approach, linked to liberal humanism; the natural law tradition, reformulated as basic human rights; the integration of religion and politics in liberation theology; and Christian realism with its dialectic of distance and engagement. Some of the complex interpenetrations of religious issues and political realities. P: THL 100 and a 200-level Scripture course and Jr. stdg.

THL 574 (472) 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. P: 200-level Scripture course; Jr. stdg.

THL 575 (486) Foundations of Christian Spirituality (3) I or II, AY

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. P: 200-level Scripture course; Jr. stdg.

THL 576 (473) 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 the Society of Jesus, chief documents from the 32nd Congregation of the Society of Jesus, discernment, and the vow of obedience. P: 200-level Scripture course; Jr. stdg.

THL 577 (474) 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 578 (476) The T.V. Ritual: Learning to be Moral in America (3) OD

Critical and comparative study of TV "literary" forms and the values embodied in and mediated by those forms. How such values relate to the value system of mainstream America, the cognitive and moral development of the viewer, and the Judeo-Christian value complex. P: 200-level Scripture course; Jr. stdg.

THL 579 (479) Religion and the Human Person: Religious and Christian Anthropology (3) OD

Exploration of the effect of unbelief and belief on the human person with particular emphasis on the influence of Christian belief on development toward authentic personhood. P: THL 100 and a 200-level Scripture course and Jr. stdg.

THL 580 Christianity and Modern Humanism (3)

Comparative study of classical Christian accounts of the human condition and various modern, post-theological accounts. P: THL 100, and THL 250 or PHL 250.

THL 585 Foundational Principles and Leadership Skills for Youth Ministry (4) OD

The foundational understandings and principles of comprehensive youth ministry; a deeper understanding for the minister of the theological foundations of Youth Ministry. Theories, skills and approaches for effective leadership in ministry.

THL 586 Fostering the Faith Growth of Youth Through the Components of Youth Ministry (4) OD

Exploration of adolescent spirituality, theological and spiritual foundations for engaging young people in the work of justice and service, theological understandings of faith, discipleship, and Catholic identity, and caring for young people and their families.

THL 587 Methods of Teaching Religion in Elementary School (3) I, AY (Same as EDU 587)

The course is designed to prepare students to effective religious educators in Catholic elementary schools. The course content will encompass the four dimensions of religious education: message, community, service and worship. Students will not only become acquainted with methods and materials for teaching religion, but they will also gain experience planning liturgical celebrations.

THL 590 Contemporary Religious Education: Theory and Practice (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. May be taken in lieu of EDU 449. P: Jr. stdg.

THL 592 Practicum in Ministry (3-6) OD

Supervised experience and development of skills in appropriate ministry under faculty direction.

Graduate-level courses (600-700-series courses, open only to graduate students) offered by the Department of Theology are listed in the Graduate School issue of the *Creighton University Bulletin*.

UNIVERSITY COMMITTEES

UNIVERSITY COMMITTEE ON RANK AND TENURE

CHARLES J. DOUGHERTY, *ex-officio*, M. ROY WILSON, *ex-officio*, BARBARA J. BRADEN, *ex-officio*, ROBERT F. ALLEN, GERALD C. BRUNDO, MURRAY J. CASEY, MARIANNE B. CULHANE, MANZOOR M. KHAN, ROBERT E. KENNEDY, FLOYD C. KNOOP, JOAN M. LAPPE, KATHRYN A. THOMAS.

ACADEMIC FREEDOM AND RESPONSIBILITY COMMITTEE

ROMER OCANTO, DONALD BABIN, WILLIAM O. STEPHENS.

FACULTY GRIEVANCE COMMITTEE

D. DAVID SMITH, *Chair*; THOMAS F. COFFEY, MERRY E. FOYT.

FACULTY DISMISSAL COMMITTEE

THOMAS F. COFFEY, RICHARD E. SHUGRUE, NANCY J. STONE, ASHTON WELCH, JOHN A. YEE. *Alternates*: DONALD R. BABIN, WILLIAM H. BRANNEN, MICHAEL DAVIES, MERRY E. FOYT, KIMBERLY GALT, DAVID GAMBAL, RELOY GARCIA, JOHN M. GLEASON, JACK L. KROGSTAD, RANETA LAWSON-MACK, BRUCE J. MALINA, THOMAS QUINN, ROXANA C. RECIO.

COMMITTEE ON COMMITTEES

MICHAEL C. MAKOID, *Chair, ex-officio*, EILEN T. DUGAN, JOHN C. CALVERT, ROSS C. HORNING, PAUL E. TAMISEA, CHARLES W. WILCOX.

COMMITTEE ON FACULTY HANDBOOK AND UNIVERSITY STATUTES

PATRICIA R. CALLONE, *Chair*; GERALD C. BRUNDO, ROBERT DORNSIFE, BARBARA S. GREEN, RONALD J. HOSPODKA, LAWRENCE K. JUNG, MARY KUNES-CONNELL, MICHAEL J. LACROIX, DOUGLAS MALLENBY, STEPHANIE R. WERNIG.

UNIVERSITY FINANCIAL ADVISORY COMMITTEE

GEORGE A. GRIEB, *Chair, ex-officio*, LEROY A. GALLES, *ex-officio*, THOMAS J. SHANAHAN, S.J., *ex-officio*, MARY ANN HINCHY, ANDREW K. HOH, JOZEF V. WELIE, LINNEA C. WHITE. *Students*: ANDREW ABRAHAM, DILLON EMMERSON, THOMAS VOLLBERG. *Alumni*: JOE RIHA.

CAMPUS PLANNING COMMITTEE

JAMES G. WILLETT, *Chair, ex-officio*, REV. ANDREW F. ALEXANDER, S.J., MARY ANN DANIELSON, CONRAD P. DIETZ, DEB FORTINA, CHARLES KESTERMEIER, S.J., STEPHEN T. KLINE, FRED J. NESLER, WILLIAM L. PANCOE, JR. RICHARD E. ROSSI, EUGENE E. SELK. *Students*: JIM ESCH, AARON SKOGLUND. *Alumni*: DAVID E. SLATTERY. *Architect*: TIM HOLLAND.

UNIVERSITY COMMITTEE ON STUDENT DISCIPLINE

JOHN C. CERNECH, *Chair, ex-officio*, ROBERT S. DORNSIFE, RICHARD E. ROSSI, STEPHANIE STOCKARD-SPELIC, STEPHANIE R. WERNIG. *Students*: JASON BRIGGS, NICOLE CHAMBERS, COLIN MCCALLIN.

UNIVERSITY COMMITTEE ON LECTURES, FILMS, AND CONCERTS

STEPHANIE R. WERNIG, *Chair*, LLOYD E. BEASLEY, JOHN C. CALVERT, DONALD B. GIBBS, KEVIN M. GRAHAM, KATHRYN A. THOMAS. *Alumni*: BRUCE RENNIE. *Students*: SAMANTHA CHAMBERS, MELISSA DANZ, ROBERT DORSEY, JESSICA FERNANDEZ.

STAFF ADVISORY COUNCIL

ANN CHARLES, *Chair*; ANGELA J. ALBERICO, PATRICIA BEACOM, PATRICIA R. CALLONE, TERRI FAGA, FRAN FOSS, MARLENE R. LENHARDT, JACK A. MANZER, ALICE SPENCE, TIM SULLY.

**UNIVERSITY COMMITTEE ON
PUBLIC HONORS AND EVENTS**

STEPHEN T. KLINE, *Chair, ex-officio*, MICHAEL E. LEIGHTON, *Chair, ex-officio*, CHARLES J. DOUGHERTY, *ex-officio*, M. ROY WILSON, *ex-officio*, ROSS C. HORNING, THOMAS A. KUHLMAN, JEFFREY M. PALMER. *Alumni*: WILLIAM E. RAMSEY. *Students*: CHARLES CRIDER, JASMINE PARHAR.

**UNIVERSITY GRIEVANCE
COMMITTEE**

ANN M. LUTERAN, *Chair*, JEAN DEMARTINIS, FRANCES A. MINEAR, DARLENE E. NANFITO.

UNIVERSITY ATHLETIC BOARD

DEAN MORSS, *Chair*, JOHN C. CERNECH, *ex-officio*, BRUCE D. RASMUSSEN, *ex-officio*, C. TIMOTHY DICKEL, *ex-officio*, JACK DIESING, JR., *ex-officio*, STEPHEN CHARTRAND, DIANE M. CULLEN, JERRY HOFFMAN, GEORGE W. McNARY, DEAN A. MORSS, DORIS E. PIERCE, GARY H. WESTERMAN. *Students*: BRIAN BELL, SEAN McCAULEY, SANDRA SWELEY, RYAN ZABROWSKI. *Alumni*: LORI ZACHER, JIM SCHAEFER.

**UNIVERSITY COMMITTEE ON
BENEFITS**

MARY KUNES-CONNELL, *Chair*, WILLIAM HILL, *ex-officio*, TERRENCE M. BEGLEY, THOMAS F. COFFEY, PATRICIA A. FLEMING, DONALD B. GIBBS, ROSE M. HILL, MARY K. JANSEN, MICHAEL J. LACROIX, JOHN O'CALLAGHAN, SHIRLEY A. SPAIN, BERNADETTE WHITE.

**UNIVERSITY COMMITTEE ON
THE STATUS OF WOMEN**

BRIDGET M. KEEGAN, *Chair, ex-officio*, WILLIAM HILL, *ex-officio*, JOHN E. PIERCE, *ex-officio*, CONNIE SHONKA, *ex-officio*, STEPHANIE WERNIG, *ex-officio*, LORI ELLIOTT-BARTEL, *ex-officio*, MARY BETH BESTENLEHNER, SHASHI K. BHATIA, DARLENE H. BROWN, ANNE M. CAHILL, BARBARA HARRIS, TONYA McMILLION, MORAG NAIRN, RITA G. NUTTY, MAUREEN M. O'CONNOR, COLETTE O'MEARA-HANSON, ANDREA ZARDETTO-SMITH. *Students*: STEPHANIE ADULOJU, LISA BERRYMAN, KELLY BREWER, SARAH MOLSEED, ELIZABETH SNYDER. *Alumni*: JULIE (NICHOLSEN) HEFFLINGER.

**UNIVERSITY COMMITTEE ON
STUDENT LIFE POLICY**

JOHN C. CERNECH, *Chair, ex-officio*, JODY I. CONWAY, REV. MICHAEL FLECKY, S.J., REV. CHARLES T. KESTERMEIER, S.J., RICHARD ROSSI, DIANE TRAVERS-GUSTAFSON. *Alumni*: JEAN HIGGINS SPENCE. *Students*: BRIAN CLEMENCY, KURTIS MORRISON, KRISTIN MYERS, BARBIE SANTOS.

INSTITUTIONAL REVIEW BOARD

DAVID L. DWORZACK, *Chair*, EDWARD D. ADICKES, T. LEE BUDSHEIM, MURRAY J. CASEY, GEORGE O. CLIFFORD, TIMOTHY J. CUDDIGAN, CHRISTOPHER DESTACHE, SCOTT C. DI LORENZ, JULIA HERSHISER, JOSEPH A. KNEZETIC, MARY KUNES-CONNELL, JAMES J. QUINN, S.J., ROBERT G. TOWNLEY, THOMAS PISARRI.

FACULTY

NOTE: The year appearing in parentheses after the academic rank and official position indicates the beginning of service in Creighton University. The second date, if given, indicates the year of appointment to present rank.

- AMY A. ABBOTT, *Instructor of Nursing* (1996; 1998).
B.S.N., Creighton University, 1992, M.S. in Nursing, 1998.
- CARLA ABEL-ZIEG, *Assistant Professor of Nursing* (1999).
B.S.N., Midland Lutheran College, 1991; M.S., Nursing, Creighton University, 1997.
- ALBERT A. AGRESTI, S.J., *Dean, College of Arts and Sciences* (1999); *Professor of Psychology* (1999).
B.A., University of Massachusetts, 1971; M.A., Boston College, 1976; M.A., University of San Francisco, 1981; M.Div., Jesuit School of Theology at Berkeley; 1979; S.T.M., 1981; Ph.D., Ohio State, 1986.
- ROGER C. AIKIN, *Associate Professor of Fine Arts* (1980; 1985).
B.A., University of Oregon, 1969; Ph.D., University of California at Berkeley, 1977.
- THALIA E. ALBERTS, *Instructor of English Language Program* (1981).
B.A., University of Iowa, 1968; M.A.T., School for International Training, 1974.
- ROBERT F. ALLEN, *Professor of Economics and Finance* (1987).
B.A., Creighton University, 1962; M.A., University of Missouri at Columbia, 1963; Ph.D., Michigan State University, 1969.
- LITTLETON ALSTON, *Associate Professor of Fine Arts* (1990; 1996).
B.F.A., Virginia Commonwealth University, 1981; M.F.A., Maryland Institute, College of Art, 1983.
- DEBRA ANDERSON, *Assistant Professor of Social Work*, (1995).
B.S.W., Mary College, ND, 1982; M.S.W., University of Missouri, Columbia, 1988.
- MICHAEL P. ANDERSON, *Assistant Professor of Chemistry* (1989).
B.A., University of Minnesota-Duluth, 1967; M.S., Michigan Technological University, 1969; Ph.D., University of Minnesota-Minneapolis, 1983.
- ARIS ANDREWS, *Assistant Professor of Nursing* (1987; 1990).
B.A., Hastings College, 1976; M.S., Creighton University, 1986.
- RICHARD V. ANDREWS, *Professor of Biomedical Sciences*, (1958; 1968); *Dean Emeritus* (1997).
Ph.D., Iowa 1963.
- KRISTINE S. ANTHIS, *Lecturer of Psychology* (1997).
B.A., Saint Xavier University (Chicago, IL), 1992; M.A., University of Nebraska/Omaha, 1995.
- AUFDENKAMP, MARILEE, *Instructor of Nursing* (1999).
B.S.N., Creighton University, 1991; M.S.in Nursing, Creighton University, 1999.
- JAMES T. AULT III, *Associate Professor of Sociology* (1970; 1992).
B.A., University of Tulsa, 1965; M.A., 1967.
- CHARLES F. AUSTERBERRY, *Assistant Professor of Biology* (1987).
B.A., Kalamazoo College, 1979; Ph.D., Washington University, 1987.
- HELEN E. AYERS, *Lecturer of English* (1989).
B.A., Duchesne College, 1968; M.A., Creighton University, 1989.
- HOWARD J. BACHMAN, *Assistant Professor of Education* (1968; 1994).
B.A., Creighton University, 1964; M.S.Guid., 1975.
- THOMAS R. BAECHLE, *Professor of Exercise Science* (1977; 1992); *Chair, Department of Exercise Science* (1978).
B.S., Eastern Kentucky University, 1967; M.Ed., University of Nebraska-Lincoln, 1969; Ed.D., University of South Dakota-Vermillion, 1976.

- AMY S. BADURA, *Assistant Professor of Psychology* (1998).
B.A., University of Notre Dame, 1992; Ph.D., University of Iowa, 1998.
- SUZANNE M. BAKER, *Assistant Professor of Sociology* (1997).
B.S., University of Wisconsin-Madison, 1982; Ph.D., Boston University, 1995.
- GEOFFREY W. BAKEWELL, *Associate Professor of Classical and Near Eastern Studies* (1994; 1999).
B.A., Yale University, 1986; Ph.D., Brown University, 1994.
- GUY R. BANVILLE, *Professor of Marketing* (1982); *Dean Emeritus of the College of Business Administration* (1994); *Retired* (1996).
B.S.C., The University of Alabama, 1960; M.S.C., 1961; Ph.D., 1969.
- RAMONA M. BARTEE, *Lecturer of Education* (1991).
B.S., University of Nebraska at Omaha, 1968; M.S., 1973; Ed.D., University of Nebraska-Lincoln, 1986.
- DONALD J. BAUMANN, *Professor Emeritus of Chemistry* (1944-46; 1951; 1981).
B.S., University of Detroit, 1943; M.S., Creighton University, 1944; Ph.D., Iowa State University, 1952.
- C. SHAWN BENGTON, *Visiting Assistant Professor of Finance* (1998).
B.S., University of Nebraska-Lincoln, 1982; M.S., 1990; Ph.D., 1996.
- JOHN J. BENNETT, *Lecturer of Fine and Performing Arts* (1990).
M.Ed., Western Illinois University (MaComb, IL), 1970; M.Ed., Monmouth College (Illinois), 1973.
- ROBERT BENNIE, *Lecturer of Mathematics* (1989).
B.S., Western Illinois University, 1961; M.S., 1962.
- BRENDA BERGMAN-EVANS, *Associate Professor of Nursing* (1998).
B.S.N., Creighton University, 1980; M.S., 1983; Ph.D., University of Nebraska Medical Center, 1992.
- ROGER BERGMAN, *Lecturer of Theology* (1989); *Director, Justice and Peace Studies Program*.
B.A., Kansas State University, 1970; M.A., University of Arizona, 1977; M.T.S., Weston School of Theology, 1991.
- DALE R. BERGREN, *Associate Professor of Biomedical Sciences* (1979; 1984).
Ph.D., North Dakota, 1976.
- MARTY J. BIRKHOLT, *Assistant Professor of Communication Studies* (1998).
B.S., South Dakota State University (1983); M.A., 1986.
- NANCY E. BLAZEK, *Lecturer of Physics* (1996).
B.A., Concordia College (Moorehead, MN), 1988; M.S., University of Minnesota (Mpls.), 1992.
- OLAF E. BOHLKE, *Assistant Professor of Languages and Literatures* (1998); *Director of Language Learning Center* (1998).
B.A., University of Tubingen (1987); M.A., Arizona State University (1991).
- G. TED BOHR, S.J., *Assistant Professor of Art History* (1996).
B.A., St. Louis University, 1967; M.A., 1970; M.Ed., Fordham University, 1980; M.A., University of New Mexico, 1991.
- ROBERT A. BOSCO, *Associate Professor of Fine Arts* (1976; 1989).
B.A., St. John's University (Minnesota), 1965; M.A., University of Iowa, 1967; M.F.A., 1969.
- STEVEN C. BRACE, *Lecturer of Exercise Sciences* (1992).
B.S., Eastern Illinois University, 1985; M.S., Syracuse University, 1987.
- BARBARA J. BRADEN, *Professor of Nursing* (1974; 1990); *Dean, Graduate School* (1995).
B.S.N., Creighton University, 1973; M.S., University of California at San Francisco, 1975; Ph.D., University of Texas at Austin, 1988.

- WILLIAM H. BRANNEN, *Professor of Marketing* (1967; 1979).
B.S.B.A., Creighton University, 1958; M.B.A., Michigan State University, 1959; D.B.A., 1966.
- BARBARA L. BROCK, *Associate Professor of Education* (1995; 1999); *Chair and Director of School Administration* (1998).
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.
- VIRGINIA BRYG, *Lecturer of Education* (1986).
B.A., Duchesne College of the Sacred Heart, 1962; M.S., University of Nebraska-Lincoln, 1967; Ed.D., 1984.
- RICHARD M. BUCK, *Assistant Professor of Philosophy* (1999).
B.A., Loyola University of Chicago, 1990; M.A., University of Kansas.
- MICHAEL K. BUCKLEY, *Instructor of English Language Program* (1980); *Director of the English Language Program* (1994).
B.A., Loras College, 1970; M.A. (T.E.F.L.), Southern Illinois University-Carbondale, 1980; M.A. (French), Middlebury College, 1992.
- THOMAS L. BUDESHEIM II, *Associate Professor of Psychology* (1993; 1999).
B.A., Grinnell College, 1984; M.A., University of Illinois, 1988; Ph.D., 1992.
- EDWIN J. BUMAN, *Assistant Professor of Mathematics* (1962; 1966).
B.S., Creighton University, 1959; M.A.T., Brown University, 1963.
- THEODORE E. BURK, *Professor of Biology* (1996).
B.A., University of Kansas, 1974; D.Phil., University of Oxford (England), 1979.
- MARY T. BUTTELL, *Lecturer of Education* (1985).
B.A., Creighton University, 1977; M.A., 1979.
- ANN BUTTNER, *Assistant Professor* (1995, 1998).
B.S.N., Gwynedd-Mercy College, 1974; M.A., University of Northern Colorado, 1980; M.P.A., Troy State University, 1987; M.S., Creighton University, 1995.
- NEIL CAHILL, S.J., *Assistant Professor of Economics* (1962; 1965); *Jesuit Chaplain, College of Business Administration* (1983).
B.S.C., Creighton University, 1943; B.A., St. Louis University, 1947; M.A., 1950; Ph.L., 1950; S.T.L., 1958; M. Div., Creighton University, 1977; D.Min., San Francisco Theological Seminary, 1991.
- SUSAN A. CALEF, *Assistant Professor of Theology* (1995).
B.A., Marymount College (Tarrytown, N.Y.), 1977; M.A., Catholic Theological Union (Chicago), 1988; M.A., University of Notre Dame, 1993; Ph.D., 1996.
- JOHN C. CALVERT, *Assistant Professor of History* (1994).
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.
- SHARON S. CANNON, *Lecturer of Psychology* (1998).
B.A., Miami University; M.A., University of Nebraska-Lincoln, 1989; Ph.D., 1992.
- BRYAN CARLSON, CPT, U.S.A., *Assistant Professor of Military Science* (1997).
B.S., University of South Dakota, 1993.
- GREGORY I. CARLSON, S.J., *Associate Professor of Classics and Near Eastern Studies* (1979; 1989). *Chair, Department of Classics and Modern Languages and Literatures* (1993).
Classical B.A., St. Louis University, 1965; M.A., 1966; M.Div., Jesuit School of Theology (California), 1974; D.Phil., Heidelberg University, 1972.

- 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.
- JOANNE R. CARLSON, *Lecturer of Education* (1989).
B.S., Omaha University, 1961; M.S., 1967, Ed.D., University of Nebraska-Lincoln, 1975.
- JOHN W. CARLSON, *Professor of Philosophy* (1993); *Vice President for Academic Affairs* (1993-1995).
B.A., Saint Mary's College of California, Moraga; Ph.D., University of Notre Dame, 1970.
- MARK CARPENTER, *Lecturer of Journalism and Mass Communication* (1966).
B.S., University of Nebraska-Lincoln, 1983.
- KATHLEEN A. CAVANAUGH, *Lecturer of Journalism and Mass Communication* (1969).
B.A., Creighton University, 1969.
- SHIH-CHUAN CHENG, *Associate Professor of Mathematics* (1979; 1985); *Coordinator of Statistics Program* (1985); *Chair, Department of Mathematics/Computer Science* (1991).
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.
- MICHAEL G. CHERNEY, *Associate Professor of Physics* (1989; 1994).
B.S., Marquette University, 1979; M.S., University of Wisconsin-Madison, 1980; Ph.D., 1987.
- NGWARSUNGU CHIWENGO, *Associate Professor of English* (1997).
License, National University of Zaire, Lumbumbashi, 1976; M.A., State University of New York (Albany), 1982; Ph.D., State University of New York (Buffalo), 1986.
- NONIN CHOWANEY, *Lecturer of Theology* (1993).
A.B., Eastern Michigan University (Ypsilanti, MI), 1964; M.A., New York University, 1966.
- ROBERT J. CHURCHILL, *Assistant Professor of English* (1980).
B.A., Creighton University, 1966; M.A., 1970; Ph.D., University of Nebraska-Lincoln, 1979.
- SHEILA M. CICIULLA, *Professor Emeritus* (1998).
B.S.N., Creighton University, 1955; M.S.N., University of Nebraska, 1977; M.Ed., Creighton University, 1977; Ed.D., University of Nebraska-Lincoln, 1988.
- SAM J. CIPOLLA, *Professor of Physics* (1969; 1983).
B.S., Loyola University (Chicago), 1962; M.S., Purdue University, 1965; Ph.D., 1969.
- JERRY E. CLARK, *Associate Professor of Sociology* (1976; 1982); *Chair, Department of Sociology and Anthropology* (1997).
B.A., Westmar College, 1964; M.A., University of Wisconsin-Madison, 1966; Ph.D., University of Kentucky, 1974.
- TERRY D. CLARK, *Associate Professor of Political Science* (1993, 1997); *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.
- MARY ANN COMPTON, *Lecturer of Exercise Sciences* (1991).
B.A., University of North Carolina at Chapel Hill, 1988; M.A., 1990.
- RORY J. CONCES, *Lecturer of Philosophy* (1994).
B.A., Creighton University, 1976; M.A., DePaul University, 1980; Ph.D., University of Missouri-Columbia, 1991.
- J. MICHAEL CONLON, *Professor of Biomedical Sciences* (1988)
D.Phil., Sussex, England, 1973.

- C. TIMOTHY CONNOR, *Lecturer of Social Work* (1997).
B.A., Midland College (Fremont), 1970; M.S.W., University of Nebraska-Omaha, 1976.
- MARGARET CONNOR, *Lecturer of Exercise Education* (1989).
B.A., Creighton University, 1985.
- SHARRON R. CONNOR, *Lecturer of Philosophy* (1999).
B.A., Central Washington University-Ellensburg, 1991; M.A., University of Wyoming-Laramie, 1994.
- MARY C. CONWAY, *Lecturer of Education* (1992); *Lecturer of Exercise Science* (1992).
B.S., University of Nebraska-Omaha, 1976; M.S., University of Nebraska-Omaha, 1981.
- MARY C. COOK, *Lecturer of Education* (1992).
B.S., University of Nebraska-Omaha, 1976; M.S., 1981.
- CLIDIE B. COOK, *Assistant Professor of Education* (1996).
B.S., Southern University (Baton Rouge, LA), 1952; M.A., Ohio State University, 1965; Ed.D., University of Nebraska-Lincoln, 1994.
- TIMOTHY J. COOK, *Assistant Professor of Education* (1996).
B.A., John Carroll University, 1980; M.A., Boston College, 1987; Ph.D., 1990.
- CYNTHIA L. CORRITORE, *Assistant Professor of Information Systems and Technology* (1996).
B.S.N., University of Nebraska Medical Center, 1979; M.S.N., 1981; M.S., University of Nebraska-Lincoln, 1991; Ph.D., 1996.
- SUSAN COSTELLO, *Instructor of Nursing* (1999).
B.S.N., Midland Lutheran College, 1992; M.S., Nursing, Creighton University, 1997.
- SUE E. S. CRAWFORD, *Assistant Professor of Political Science* (1995).
B.S., Northeast Missouri State University, 1989; Ph.D., Indiana University, (Bloomington), 1995.
- ROBERT O. CREEK, *Professor of Biomedical Sciences* (1964; 1972)
Ph.D., Indiana, 1960.
- RANDALL L. CRIST, *Assistant Professor of Mathematics and Computer Science* (1993).
B.S., University of Nebraska, 1982; M.A., University of Pennsylvania, 1987; Ph.D., Texas A & M University, 1993.
- CESAR CRUZBONET, Sgt. 1st Class, U.S. Army, Military Science Instructor (1995).
B.A., University of Puerto Rico.
- WILLIAM F. CUNNINGHAM, Jr., *Professor of English* (1978); *Dean, College of Arts and Sciences* (1978-86); *Academic Vice President* (1987-93); *Special Assistant to the President* (1993); *Dean Emeritus, College of Arts and Sciences* (1994); *Retired*, (1996).
B.A., Holy Cross College, 1954; M.A., Boston College, 1956; Ph.D., University of Pittsburgh, 1961.
- CHARLES B. CURTIN, *Professor Emeritus of Biology* (1962; 1987).
B.S., George Washington University, 1945; M.S., Catholic University of America, 1947; Ph.D., University of Pittsburgh, 1956.
- ELIZABETH A. DAHL, *Associate Professor Emeritus of Psychology* (1971; 1983; 1996).
B.A., Tabor College, 1956; M.S., Kansas State Teachers College, 1969; Ph.D., University of Nebraska-Lincoln, 1977.
- MARY ANN DANIELSON, *Associate Professor of Communication Studies* (1989; 1998); *Chair of Communication Studies* (1998).
B.S.B.A., University of Nebraska at Omaha, 1985; M.A., 1989; Ph.D., University of Nebraska-Lincoln, 1997.
- DANIEL R. DARBY, *Adjunct Assistant Professor for Health Policy and Ethics* (1996).
B.S.E., University of Michigan, 1967; M.S.E., 1968.
- JOEL DAVIES, *Assistant Professor of Journalism and Mass Communication* (1999).
B.F.A., Creighton University, 1995; M.F.A., Indiana State University, 1997.

- SHARON A. deLAUBENFELS, *Lecturer of English* (1996).
B.G.S., University of Nebraska-Omaha, 1986; M.A., 1994.
- JEAN DEMARTINIS, *Assistant Professor of Nursing* (1990).
B.S., Ball State University, 1977; M.A., 1978; Ph.D., University of Texas at Austin, 1991.
- CHARLES T. DICKEL, *Professor of Education* (1976; 1989); *Dean of University College* (1998).
B.A., Whitman College, 1968; M.S., Indiana University-Bloomington, 1971; Ed.D., 1973; Graduate Certificate of Gerontology, University of Nebraska at Omaha, 1984.
- GAIL M. DICKEL, *Lecturer of Education* (1998).
B.S., Indiana State University, 1972; M.S., Creighton University, 1989.
- LONNIE R. DINNEEN, *Lecturer of Education* (1995).
B.S., University of Nebraska-Lincoln, 1966; M.S.C., Creighton University, 1992.
- MARY B. DINNEEN, *Lecturer of Education* (1995).
B.S., University of Nebraska-Lincoln, 1966; M.S., Creighton University, 1990.
- ANNE M. DITTRICK, *Adjunct Assistant Professor of English* (1991; 1993).
B.S., University of Nebraska-Lincoln, 1971; M.S., 1973; M.A., 1978; Ph.D., 1982.
- DAVID DOBBERPUHL, *Assistant Professor of Chemistry* (1994).
B.S., Moorhead State University, 1989; Ph.D., Iowa State University, 1994.
- DONALD A. DOLL, S.J., *Professor of Fine Arts* (1969; 1977; 1983); *The Charles and Mary Heider Endowed Jesuit Faculty Chair* (1994).
B.A., St. Louis University, 1961; Ph.L., 1962; M.Ed., 1962; M.Div., 1969.
- ROBERT DORNSIFE, *Associate Professor of English* (1992; 1997).
B.A., Shippensburg State College, 1986; M.A., Pennsylvania State University, 1988; Ph.D., Lehigh University, 1992.
- CHARLES J. DOUGHERTY, *Professor of Philosophy* (1975; 1986); *Director, Creighton Center for Health Policy and Ethics* (1988-95); *Vice President for Academic Affairs* (1995).
B.A., St. Bonaventure University, 1971; M.A., University of Notre Dame, 1973; Ph.D., 1975.
- ARTHUR V. DOUGLAS, *Associate Professor of Environmental and Atmospheric Sciences* (1982); *Chair, Environmental and Atmospheric Sciences* (1999).
B.S., University of California at Riverside, 1971; M.S., University of Arizona, 1973; Ph.D., 1976.
- SUSAN DOWELL, *Assistant Professor of Nursing* (1995).
B.S.N., University of Colorado, 1964; M.N., Montana State University, 1972; Ph.D., University Texas-Austin, 1990.
- BEVERLY A. DOYLE, *Associate Professor of Education* (1977; 1983).
B.S., Iowa State University, 1967; M.S., University of Nebraska at Omaha, 1972; Ph.D., University of Nebraska-Lincoln, 1977.
- DONALD D. DRISCOLL, S.J., *Adjunct Instructor of Theology* (1987; 1990).
B.A., St. Louis University, 1958; S.T.B., 1967; M.A., University of Notre Dame, 1968.
- EILEEN T. DUGAN, *Associate Professor of History* (1988; 1994).
B.A., Texas Tech University, 1979; M.A., Ohio State University, 1981; Ph.D., 1987.
- JOSEPH G. DULKA, *Assistant Professor of Biology* (1994).
B.S., Bowling Green State University, 1980; M.S., University of Kentucky, 1983; Ph.D., University of Alberta (Canada), 1989.
- JOAN M. ECKERSON, *Assistant Professor of Exercise Science* (1995).
B.S., Kearney State College, 1987; M.A., California State University, (Fresno), 1989; Ph.D., University of Nebraska-Lincoln, 1993.
- ELIZABETH R. ELLIOT-MEISEL, *Assistant Professor of History* (1993).
B.A., Macalester College, 1978; M.A., Georgia State University, 1987; Ph.D., Duke University, 1992.

- DAVID J. ELLISON, *Associate Professor of Accounting* (1981).
B.S., Eastern Illinois University, 1966; M.B.A., University of Southern Mississippi, 1969; Ph.D., University of Arkansas at Fayetteville, 1973.
- ROBERT E. ERICSON, JR., *Lecturer of Journalism and Mass Communication* (1991).
B.A., Pennsylvania State University, 1963.
- CHARLENE G. ERSKINE, *Lecturer of Education and Counseling Psychologist* (1974); and *Director, University Counseling Center* (1979).
B.A., Atlantic Union College, 1966; M.Ed., State College (Fitchburg, Mass.), 1971; Ph.D., University of Iowa, 1974.
- BETTE N. EVANS, *Associate Professor of Political Science* (1975; 1985).
B.A., Tulane University, 1964; M.A., 1966; Ph.D., University of Pittsburgh, 1972.
- FIDEL FAJARDO-ACOSTA, *Associate Professor of English* (1993); *Director, Senior Perspective Program* (1998).
B.A., Colby College, 1982; M.F.A., University of Iowa, 1985; Ph.D., 1988.
- RANDOLPH M. FEEZELL, *Professor of Philosophy* (1977; 1992).
B.S., University of Oklahoma, 1972; M.A., 1973; Ph.D., State University of New York at Buffalo, 1977.
- JULIAN L. FERNALD, *Lecturer of Psychology* (1997).
B.A., Roger Williams University, 1984; M.A., University of Rhode Island, 1990; Ph.D., 1996.
- LAURA LEI FINKEN, *Assistant Professor Psychology* (1996).
B.A., Creighton University, 1990; M.A., University of Nebraska-Lincoln, 1993; Ph.D., 1996.
- ARTHUR F. FISHKIN, *Associate Professor of Biomedical Sciences* (1968)
Ph.D., Iowa, 1957.
- JOHN P. FITZGIBBONS, S.J., *Assistant Professor of English* (1996); *Director, Jesuit Humanities Program*.
B.A., St. Louis University, 1979; M.A., University of Chicago, 1984; M.Div., Weston School of Theology, 1986; S.T.M., Jesuit School of Theology (Berkeley), 1990; Ph.D., Loyola University of Chicago, 1993.
- EDWARD L. FITZSIMMONS, *Associate Professor of Economics* (1984; 1994).
B.A., Creighton University, 1964; M.B.A., University of Chicago, 1966; M.S.W., St. Louis University, 1973; Ph.D., University of Nebraska-Lincoln, 1984.
- RICHARD O. FLAGG, *Lecturer of Mathematics/Computer Science* (1983).
B.S., Creighton University, 1959; M.S., University of Michigan at Ann Arbor, 1963
- MICHAEL J. FLECKY, S.J., *Associate Professor of Fine Arts* (1981; 1987).
A.B., St. Louis University, 1970; M.A., 1972; M.Div., Jesuit School of Theology (California), 1977; M.F.A., Rochester Institute of Technology, 1981.
- JULIA A. FLEMING, *Assistant Professor of Theology* (1995).
B.A., University of Missouri at Columbia, 1981; M.A., University of Missouri at Columbia, 1982; M.A., The Catholic University of America, Washington, D.C., 1985; Ph.D., The Catholic University of America, 1993.
- PATRICIA A. FLEMING, *Associate Professor of Philosophy* (1977; 1992); *Acting Associate Dean, College of Arts and Sciences* (1999).
A.B., Marygrove College, 1971; M.A., Washington University, 1975; Ph.D., 1983.
- RONALD E. FLINN, *Associate Professor of Accounting* (1986; 1992).
B.A., Western Illinois University, 1971; M.B.A., University of Connecticut, 1976; M.S., University of Hartford, 1978; D.B.A., University of Kentucky, 1989; C.P.A., Illinois, 1972; C.M.A., 1979.
- NELSON C. FONG, *Associate Professor of Mathematics and Computer Science* (1984); *Coordinator of Mathematics Program* (1985).
B.S., Harding University, 1967; M.S., Memphis State University, 1968; Ph.D., University of Nebraska-Lincoln, 1974.

- DEBRA J. FORD, *Assistant Professor of Communications Studies* (1999).
B.A., University of Nebraska-Omaha, 1985; M.A., 1990; Ph.D., University of Kansas, 1999.
- VALDA FORD, *Assistant Professor of Nursing* (1997; 1999).
B.S.N., Winston Salem State University, 1991; M.P.H., University of North Carolina-Chapel Hill, 1995; M.S. in Nursing, Creighton University, 1999.
- MERRY E. FOYT, *Assistant Professor of Nursing* (1980; 1982).
B.S.N., University of Rochester, 1974; M.S., University of Arizona, 1979.
- DON J. FRAYND, *Lecturer of Theology* (1998).
B.A., Creighton University, 1994; M.A., 1997.
- KENNETH J. FREED, *Lecturer of Journalism and Mass Communication* (1996).
B.A., University of Nebraska, 1961.
- DEREK J. H. FULLER, *Professor Emeritus of Mathematics* (1965; 1985).
B.S. (Engr.), University of Witwatersrand (Transvaal), 1950; M.S., University of South Africa (Transvaal), 1960; M.A., University of California (Los Angeles), 1963; Ph.D., 1963.
- HERBERT J. FUNK, *Associate Professor Emeritus of Economics* (1963-65; 1967-92, Retired; 1993).
B.S., Iowa State University, 1951; M.S., Kansas State University, 1957; Ph.D., Iowa State University, 1964.
- ELIZABETH ANN FURLONG, *Assistant Professor of Nursing* (1971)
B.S.N., Marycrest College, 1964; M.S., University of Colorado, 1971; Ph.D., University of Nebraska-Lincoln, 1993.
- ELEANOR E. FURST, *Lecturer of Education* (1977).
B.S., University of Minnesota-Duluth, 1968; M.A., University of Minnesota-Minneapolis, 1977.
- HENRY H. GALE, *Assistant Professor of Biomedical Sciences* (1966).
Ph.D., University of Illinois, 1966.
- DAVID GAMBAL, *Professor of Biomedical Sciences* (1965; 1968).
Ph.D., Purdue, 1957.
- ALICE K. GANZEL, *Lecturer of Psychology* (1997).
B.A., University of Nebraska-Lincoln, 1987; M.A., 1992; Ph.D., 1996.
- RELOY GARCIA, *Professor of English* (1968; 1973).
B.A., University of Wyoming, 1962; M.A., Kent State University, 1965; Ph.D., 1968.
- LOUIS E. GARDNER, *Professor of Psychology* (1967; 1978); *Chair, Department of Psychology* (1994).
B.S., Xavier University (Ohio), 1959; M.A., 1963; Ph.D., Michigan State University, 1966.
- JULI-ANN GASPER, *Associate Professor of Finance* (1982; 1988).
B.S., Iowa State University, 1972; M.S., 1974; Ph.D., University of Nebraska-Lincoln, 1984.
- DONALD B. GIBBS, *Chair, Department of Modern Languages and Literatures* (1997); *Assistant Professor of Modern Languages and Literatures* (1966; 1980).
B.A. Providence College, 1964; M.A., University of Nebraska-Lincoln, 1966.
- MICHAEL H. GILLASPIE, *Lecturer of Psychology* (1997).
B.A., University of Nebraska-Lincoln, 1984; M.S., University of Florida, 1993; Ph.D., 1993.
- JOHN M. GLEASON, *Professor of Decision Sciences* (1985).
B.S., University of Missouri at Kansas City, 1967; M.B.A., 1969; D.B.A., Indiana University, 1973.
- ANDREAS GOMMERMANN, *Professor of Modern Languages and Literatures* (1967; 1986); *Professor Emeritus* (1997).
M.A. Marquette University, 1967; Ph.D., University of Nebraska-Lincoln, 1975.
- ERNEST P. GOSS, *Professor of Economics* (1992); *Jack A. MacAllister Endowed Chair of Regional Economics* (1992).
B.A., University of South Florida, 1972; M.B.A., Georgia State University, 1975; Ph.D., University of Tennessee, 1983.

- KEVIN M. GRAHAM, *Assistant Professor of Philosophy* (1996).
B.A., St. John's College (Maryland), 1990; M.A., University of Toronto, 1991; Ph.D., 1996.
- G. H. GRANDBOIS, *Associate Professor of Social Work* (1991); *Chair, Department of Social Work* (1993).
B.S., University of North Dakota, 1971; M.S.W., University of Minnesota-Duluth, 1975; D.S.W., University of Utah, 1979.
- SAJIDA K. GRANDE, *Adjunct Instructor of English Language Program* (1988).
B.A., University of Kabul (Afghanistan), 1964; M.A.T., Columbia University Teachers College, 1965.
- JANET GRAVES, *Assistant Professor of Nursing* (1987; 1989); *Coordinator, Information Management* (1989).
B.S.N., University of Nebraska at Omaha, 1967; M.S., Creighton University, 1985; Ph.D., University of Colorado, 1996.
- LEONARD J. GREENSPOON, *Professor of Classical and Near Eastern Studies* (1995); *Professor of Theology* (1995); *Holder of Philip M. and Ethel Klutznick Chair in Jewish Civilization* (1995).
B.A., University of Richmond, VA, 1967; M.A., 1970; Ph.D., Harvard University, 1977.
- COLEEN R. GREER, *Lecturer of Sociology and Anthropology* (1998).
B.S., University of Nebraska-Kearny; M.A., University of Kansas, 1991; Ph.D., 1998.
- KELLY S. GRIFFITH, *Assistant Professor of Chemistry*, (1995).
B.S., Christian Brothers College, 1989; Ph.D., Texas Tech University, 1994.
- ROSEMARY C. GROSS, *Adjunct Instructor of Mathematics/Computer Science* (1977; 1981).
B.S., Creighton University, 1957.
- STANLEY GROSS, *Assistant Professor of Chemistry* (1957; 1995).
B.S.Chm., Creighton University, 1956; M.S., 1958.
- STEPHEN G. GRUBER, *Lecturer of Theology* (1991).
B.A., University of Nebraska-Lincoln, 1975; M.A., Oral Roberts University, 1978; M.Chr.Sp., Creighton University, 1983.
- THOMAS P. GUCK, *Lecturer of Psychology* (1996).
B.A., Hastings College, 1976; M.S., University of Nebraska-Lincoln, 1993; Ph.D., 1996.
- UMA G. GUPTA, *Professor of Information Systems and Technology* (1997); *Joan and Jack McGraw Endowed Chair in Information Technology Management* (1997).
B.S., Stella Maris College, 1977; M.S., Stella Maris College, India, 1979; M.B.A., University of Central Florida, 1985; Ph.D., University of Central Florida, 1991.
- DANIEL GUSTAFSON, *Lecturer of Exercise Science* (1990).
B.A., University of Nebraska-Omaha, 1979.
- DAVID A. HABERMAN, *Professor Emeritus of Journalism and Mass Communication* (1955; 1995).
B.A., Marquette University, 1950; M.A., University of Wisconsin, 1955; J.D., Creighton University, 1964.
- MARTHA W. HABASH, *Assistant Professor of Classical and Near Eastern Studies* (1995).
B.A., College of William and Mary, 1984; M.H., University of Richmond, 1987; M.A., University of Virginia, 1990; Ph.D., 1994.
- AMY M. HADDAD, *Professor for the Creighton Center for Health, Policy, and Ethics* (1996); *Associate Professor of Pharmaceutical and Administrative Sciences* (1988; 1992).
B.S.N., Creighton University, 1975; M.S.N., University of Nebraska, 1979; Ph.D., 1988.
- MARY ALICE HALEY, O.S.M., *Assistant Professor of Philosophy* (1970; 1971); *Chair, Department of Philosophy* (1978-81).
B.A., Creighton University, 1954; M.A., St. Louis University, 1964; Ph.D., 1971.

- MICHAEL J. HALL, *Lecturer of Psychology* (1998).
B.A., Creighton University, 1992; M.A., University of Nebraska-Omaha, 1996.
- M. DENNIS HAMM, S.J., *Professor of Theology* (1975; 1991).
A.B., Marquette University, 1958; M.A. (English), St. Louis University, 1964; M.A. (Scripture), 1970; Ph.D., 1975.
- PAUL FREDERICK HANNA, *Assistant Professor of Fine and Performing Arts* (1997).
B.S.E., University of Arkansas, 1985; M.M., Northwestern University, 1990; D.M.A., New England Conservatory of Music, 1997.
- CHARLES L. HARPER, *Professor of Sociology* (1968; 1999).
B.S. in Edu., Central Missouri State College, 1962; M.A., University of Missouri at Kansas City, 1967; Ph.D., University of Nebraska-Lincoln, 1974.
- BARBARA M. HARRIS, *Assistant Professor of Social Work* (1991).
B.S.W., University of Nebraska-Lincoln, 1977; M.S.W., University of Nebraska at Omaha, 1983.
- HOLLY A. HARRIS, *Associate Professor of Chemistry* (1990; 1995); *Clare Boothe Luce Faculty Chair* (1990; 1995)
B.S., Harvey Mudd College, 1982; Ph.D., University of Wisconsin-Madison, 1988.
- ROBERT P. HART, S.J., *Adjunct Assistant Professor of Theology* (1982).
B.A., St. Louis University, 1955; Ph.L. (Philosophy), 1956; M.A., 1957; Ph.L. (Theology), 1963; S.T.D., Catholic Institute of Paris, 1970.
- JANE HARWOOD, *Assistant Professor of Nursing* (1997).
B.S.N., University of Wisconsin, 1975; M.P.H., University of Minnesota, 1983.
- RICHARD J. HAUSER, S.J., *Professor of Theology* (1971; 1987).
B.A., Saint Louis University, 1961; M.A.T., 1964; Ph.L., 1964; S.T.L., 1969; M.A., 1969; Ph.D., Catholic University of America, 1973.
- SUSAN HELLBUSCH, *Instructor of Communication Studies* (1997); *Assistant Director of Forensics* (1998).
B.A., Hastings College, 1990; M.A., New Mexico State University, 1997.
- ESTHER HELLMAN, *Assistant Professor* (1995, 1998).
B.S.N., University of Wisconsin-Oshkosh, 1978; M.S., University of Michigan, 1990; Ph.D., University of Nebraska Medical Center, 1994.
- MARIBETH HERCINGER, *Assistant Professor of Nursing* (1998).
B.S.N., Creighton University, 1976; M.S.N., University of Nebraska Medical Center, 1982.
- DAVID C. HIGGINSON, *Director of International Programs* (1987).
Certificate in Education, Leicester University (England), 1966; M.S., University of Wyoming, 1975; Ed.D., Syracuse University, 1980.
- MARY ANNE HINCHEY, *Assistant Professor* (1995, 1998).
B.S.N., DePaul University, 1974; M.B.A., University of Nebraska-Kearney, 1991; M.S.N., Creighton University, 1995.
- SHARILYN M. HINDERS, *Assistant Professor of Nursing* (1979).
B.S.N., University of Nebraska, 1973; M.S.N., 1979.
- CLAGUE P. HODGSON, *Assistant Professor of Biomedical Sciences* (1991).
Ph.D., Minnesota, 1983.
- JERRY H. HOFFMAN, *Associate Professor of History* (1969; 1975).
B.A., Wittenberg University, 1961; M.A., University of Pittsburgh, 1962; Ph.D., 1967.
- THOMAS A. HOFFMAN, S.J., *Adjunct Associate Professor of Theology* (1970; 1982-89, Retired; 1991).
B.A., St. Louis University, 1948; Ph.L., 1950; S.T.B., 1958; M.A., Marquette University, 1969; S.T.D., Pontifical Gregorian University (Rome), 1976.
- EDWARD M. HOGAN, *Lecturer of Theology* (1998).
B.S., University of Scranton, 1992.

- JETTE HOGENMILLER, *Assistant Professor of Nursing* (1995).
B.S.N., University of Nebraska College of Nursing, 1973; M.N., University of Washington, 1985;
F.N.P., University of Nebraska College of Nursing, 1994.
- ANDREW K. HOH, *Associate Professor of Management* (1976; 1982).
B.A., Sogang Jesuit University (Korea), 1966; M.B.A., Creighton University, 1971; Ph.D.,
University of Minnesota, 1976.
- CHRISTOPHER J. HOOVER, *Lecturer of Exercise Sciences* (1991).
B.A., Southwest Missouri State University, 1988.
- LENORE HORNER, *Assistant Professor of Physics* (1999).
B.A., Oberlin College, 1992; M.A., State University, New York-Stony Brook, 1993; Ph.D., 1999.
- JEROME K. HORNING, *Associate Professor of Fine Arts* (1972; 1979); *Chair, Department of Fine and Performing Arts* (1989; 1995).
B.S., South Dakota State University, 1959; M.F.A., University of Minnesota, 1965.
- ROSS C. HORNING, *Professor of History* (1964; 1968).
B.A., Augustana College (South Dakota), 1948; M.A., George Washington University, 1952; Ph.D.,
1958.
- WALTER HOSHAW, *Lecturer of Mathematics* (1990).
B.S., South Dakota School of Mines and Technology, 1967; M.S., University of Nebraska-Lincoln,
1988.
- BRUCE HOUGH, *Assistant Professor of Journalism* (1974); *Director of Center for Instructional Technology* (1974).
B.A., Western Illinois University, 1965; M.A., Indiana University, 1969; Ph.D., University of
Nebraska-Lincoln, 1983.
- LYNNE E. HOUTZ, *Assistant Professor of Education* (1997).
B.S., Kent State University; M.S., University of Nebraska-Omaha, 1985; Ph.D., University of
Nebraska at Lincoln, 1992.
- NINA HOWARD, *Instructor of Nursing* (1998).
B.S.N., Creighton University, 1985; M.S.N., University of San Diego, 1997.
- ELEANOR HOWELL, *Associate Professor of Nursing* (1996); *Associate Dean for Academic and Clinical Affairs* (1996).
B.S.N., Medical College of Georgia, 1978; M.S.N. University of Alabama-Birmingham, 1981;
Ph.D., 1993.
- CYNTHIA HROMEK, *Associate Professor of Nursing* (1997).
B.S.N., University of Nebraska, 1977; M.S.N., West Texas State University, 1981; Ph.D., University
of Colorado, 1995.
- MARTIN R. HULCE, *Associate Professor of Chemistry* (1991).
B.S., Butler University, 1978; M.A., Johns Hopkins University, 1980; Ph.D., 1983.
- BRIAN J. HUSCHLE, *Lecturer of Philosophy* (1997).
B.A., University of Minnesota (Morris), 1991; M.A., University of Nebraska-Lincoln, 1993.
- WILLIAM F. HUTSON, *Associate Professor of Fine and Performing Arts* (1977; 1983-85;
1990).
B.A., North Texas State University, 1969; M.A., 1972; Ph.D., Michigan State University, 1983.
- SHARON ISHII-JORDAN, *Assistant Professor of Education* (1997).
B.S., University of Nebraska-Omaha, 1977; M.A., University of the Pacific (Stockton, CA), 1980;
Ed.S., University of Nebraska-Lincoln, 1993; Ph.D., 1993.
- CYNTHIA L. JENKINS, *Assistant Professor of Psychology* (1996; 1998).
B.A., Creighton University, 1983; M.S., 1988; M.S., St. Louis University, 1996.
- RANDY D. JORGENSEN, *Assistant Professor of Finance* (1999).
B.S., University of North Dakota-Grand Forks, 1981; M.A., 1988; Ph.D., University of Missouri-
Columbia, 1994.

- CHARLES JURGENSMEIER, S.J., *Assistant Professor of Fine and Performing Arts* (1987; 1998).
B.A., Loyola Marymount, 1977; M.Div., Weston 1988; Ph.L., 1990; DMA, University of Southern California, 1998.
- SUSAN KANGAS-PACKETT, *Associate Professor of Nursing* (1992; 1999).
B.A., Gustavus Adolphus College, 1981; M.S.N., University of Nebraska Medical Center, 1992.
- GARY A. KATZ, *Lecturer of English* (1996).
B.A., Drake University, 1990; M.A., University of Nebraska-Omaha, 1993.
- MARK L. KEARLEY, *Associate Professor of Chemistry* (1993; 1999).
B.S., University of Wisconsin, 1984; Ph.D., University of Massachusetts, 1991.
- BRIDGET M. KEEGAN, *Assistant Professor of English* (1996); *Associate Chair, Department of English*.
A.B., Harvard U., 1987; M.A./Ph.D., 1994.
- ROBERT E. KENNEDY, *Associate Professor of Physics* (1966; 1972); *Chair, Department of Physics* (1993).
B.S., Loyola University of Los Angeles, 1961; Ph.D., University of Notre Dame, 1966.
- CHARLES T. KESTERMEIER, S.J., *Assistant Professor of Modern Languages and Literatures* (1994).
B.A., St. Louis University, 1968; M.A., 1969; Ph.D., University of Wisconsin-Madison, 1982.
- JAMES F. KETCHAM, *Lecturer of English* (1993).
B.A., Loras College, (Dubuque, IA), 1988; M.A., Creighton University, 1991.
- CYNTHIA M. KETNER, *Lecturer of Fine and Performing Arts* (1995).
B.F.A., Texas Christian University, 1982; M.A., Southwestern Seminary, 1987.
- MARILYN A. KIELNIARZ, *Assistant Professor of Fine and Performing Arts* (1987; 1993); *Chair, Fine and Performing Arts* (1998).
B.M., Northwestern University, 1979; M.M., 1980; D.M., 1984; Cert. Dalc. Eurhythmics, Carnegie-Mellon University, 1993.
- ERIKA L. KIRBY, *Assistant Professor of Communication Studies* (1998; 1999).
B.A., Buena Vista University, 1993; M.A., University of Minnesota 1994.
- EDETH KITCHENS, *Dean of Nursing* (1996).
B.S.N., University of Alabama-Huntsville, 1976; M.S.N., University of Alabama-Birmingham, 1979; Ph.D., 1985.
- FRANCIS M. KLEIN, *Associate Professor of Chemistry* (1968; 1973).
B.S., Kings College (Pennsylvania), 1963; Ph.D., University of Notre Dame, 1967.
- ALAN KLEM, *Assistant Professor of Fine and Performing Arts (Theater)* (1985); *Coordinator of Theater* (1988).
B.A., North Texas State University, 1970; M.F.A., Texas Christian University, 1974.
- JOSEPH A. KNEZETIC, *Assistant Professor of Biomedical Sciences* (1991)
Ph.D., Cincinnati, 1986.
- JAMES J. KNUDSEN, *Assistant Professor of Economics* (1989).
B.S., Iowa State University, 1981; B.A., 1984; Ph.D., 1989.
- THOMAS KOLL, *Lecturer of Exercise Sciences* (1990).
B.S., University of Nebraska at Omaha, 1983.
- SUSAN KOSHY, *Assistant Professor of Nursing* (1994, 1997).
B.Sc., Kerala University (India), 1969; M.Sc., 1971; B.Ed., 1974; B.S.N., Creighton University, 1987; M.S., 1994.
- BEVERLY J. KRACHER, *Assistant Professor of Business Ethics and Society* (1990).
B.A., University of Nebraska, 1974; M.A., 1984; Ph.D., 1991.
- GERALD T. KRETTEK, S.J., *Associate Professor of Philosophy* (1989; 1995).
B.A., St. Louis University, 1975; M.A., Ph.L., 1977; S.T.B., M.Div., M.Th., and S.T.L., Regis College, Toronto School of Theology, University of Toronto, 1983; Ph.D., Catholic University, 1987.

- KIMBERLY W. KREIS, *Lecturer of Environmental and Atmospheric Sciences* (1998).
B.S., Tulane University, 1989; B.S., Pennsylvania State University, 1990; M.S., North Carolina State University, 1995.
- DAVID J. KRIEGLER, *Adjunct Instructor of Physics* (1984; 1991).
B.S., University of Nebraska at Omaha, 1973.
- RABBI MYER S. KRIPKE, *Adjunct Associate Professor of Theology* (1976; 1977).
B.A., New York University, 1933; M.A., Columbia University, 1937; M.H.L., The Jewish Theological Seminary of America, 1937; D.D., 1971.
- JACK L. KROGSTAD, *Professor of Accounting* (1980; 1985).
B.S., Union College, 1967; M.B.A., University of Nebraska-Lincoln, 1971; Ph.D., 1975; C.P.A., Texas, 1976.
- MARY ANN KRZEMIEN, *Instructor of Theology* (1985).
B.A., Creighton University, 1971; M.A., 1977.
- MARY ALICE KUBOVY, *Instructor of Chemistry* (1985).
B.S., Creighton University, 1965; M.S., 1969.
- MARY H. KUHLMAN, *Adjunct Assistant Professor of English* (1977; 1994).
A.B., Manhattanville College of the Sacred Heart, 1961; M.A.T., Brown University, 1963; Ph.D., University of Nebraska-Lincoln, 1994.
- THOMAS A. KUHLMAN, *Associate Professor of English* (1967; 1970).
B.A., Xavier University (Ohio), 1961; M.A., Brown University, 1963; Ph.D., 1967.
- MARY V. KUNES-CONNELL, *Associate Professor of Nursing* (1980;1995); *Chairman of Traditional Nursing Program* (1998).
B.S.N., Creighton University, 1977; M.S.N., University of Nebraska, 1979; Ph.D., University of Nebraska-Lincoln, 1991.
- ANTOINETTE M. LAGUZZA, *Assistant Professor of Nursing* (1975).
B.S.N., University of Nebraska, 1970; M.S., University of California at San Francisco, 1975.
- JOANNE M. LANGABEE, *Lecturer of Education* (1994).
B.S., University of Nebraska-Omaha, 1972; M.S., Creighton University, 1981.
- JOAN M. LAPPE, *Associate Professor of Nursing* (1984; 1993).
B.S.N., University of Nebraska Medical Center, 1981; M.S., Creighton University, 1985; Ph.D., University of Nebraska Medical Center, 1992.
- ANN LAUGHLIN, *Instructor of Nursing* (1994).
B.S.N., Creighton University, 1976; M.S., 1994.
- MICHAEL G. LAWLER, *Professor of Theology* (1969; 1980); *Dean of the Graduate School* (1985; 1995); *Amelia B. and Emil G. Graff Faculty Chair in Catholic Theological Studies* (1997).
B.S., National University (Ireland), 1955; Diploma in Education, 1957; B.D., Pontifical Gregorian University (Rome), 1961; S.T.L., 1963; Diploma, International Catechetical Centre (Belgium), 1968; Ph.D., Aquinas Institute of Theology, 1975.
- SUSAN R. LAWLER, *Instructor of Theology* (1984; 1991).
B.A., Marquette University, 1964; M.A., 1966; Diploma, International Catechetical Centre (Belgium), 1968.
- DALE A. LAZO, LTC, U.S.A., *Professor of Military Science* (1997); *Chair of the Department of Military Science* (1997).
B.A., Texas A&M University, 1978; M.E., 1984.
- BAZIL N. LAZURE, *Associate Professor Emeritus of Natural Science* (1946-47; 1952; 1977).
B.S., Creighton University, 1934; M.S., 1939.
- LINDA L. LAZURE, *Associate Dean for Student Affairs* (1996); *Assistant Professor of Nursing* (1976-77; 1980; 1981); *Associate Professor of Nursing* (1995).
B.S.N., University of Nebraska, 1975; M.S.N., 1979; Ph.D., University of Nebraska Medical Center, 1993.

- GARY K. LEAK, *Associate Professor of Psychology* (1979; 1985).
B.S., University of Washington, 1971; Ph.D., University of Nebraska-Lincoln, 1975.
- BRYAN F. LE BEAU, *Professor of History* (1983; 1999); *Coordinator, American Studies Program* (1993); *Chair, Department of History* (1996); *John C. Kenefick Faculty Chair in the Humanities* (1998).
B.A., North Adams State College, 1970; M.A., Pennsylvania State University, 1971; Ph.D., New York University, 1982.
- MICHAEL G. LEE, S.J., *Lecturer of Theology* (1998).
B.S., University of Nebraska-Lincoln, 1983; M.A., St. Louis University, 1989; M.Div., Weston Jesuit School of Theology, 1995; Th.M., 1996.
- DOUGLAS LEE-REGIER, *Lecturer of English* (1995).
B.A., Sioux Falls College, 1966; M.A., Utah State University, 1968.
- KARIN LEVINE, *Lecturer of Education* (1996).
A.B., Washington University, 1976; C.A.S., Harvard University, 1984.
- TOM D. LEWIS, *Associate Professor of Accounting* (1981; 1985); *Chair, Department of Accounting* (1998).
B.A., University of Nebraska-Lincoln, 1968; M.B.A., 1972; C.P.A., Nebraska, 1978; Ph.D., 1979; C.M.A., 1981.
- JEAN R. LILLY, *Lecturer of Mathematics and Computer Science* (1998).
B.S., Creighton University, 1996; M.S., 1998.
- DAVID A. LOPEZ, *Assistant Professor of Sociology* (1996).
B.A., University of California-Santa Barbara, 1981; M.A., Oakland University, 1987; Ph.D., Michigan State University, 1996.
- ROGER LOUCKS, *Assistant Professor of Physics* (1998).
B.S., Houghton College, 1987; M.S., Rensselaer Polytechnic Institute, 1989; Ph.D., University of Illinois at Urbana-Champaign (1996).
- SANDOR LOVAS, *Assistant Professor of Biomedical Sciences* (1990; 1994).
Ph.D., Szeged (Hungary), 1985.
- JAMES V. LUPO, *Associate Professor of Psychology* (1977; 1983).
B.A., University of Notre Dame, 1972; M.A., 1975; Ph.D., 1977.
- GINA LYPACZEWSKI, *Assistant Professor of Nursing* (1994, 1997).
B.S.N., McGill University (Canada), 1978; M.S., 1988.
- MACIEJEWSKI, *Assistant Professor of Journalism and Mass Communication* (1999).
B.S., Cardinal Stritch College, 1991; M.A., Marquette University, 1995.
- CONCEPCION A. MAGILTON, *Lecturer of Classical and Modern Literatures* (1996).
B.A., National University of Mexico City, 1968; B.S., University of Omaha, 1986.
- DAVENDER S. MALIK, *Associate Professor of Mathematics/Computer Science* (1985; 1991).
B.A., Delhi University (India), 1978; M.A., 1980; M.S., Ohio University, 1985; Ph.D., 1985.
- BRUCE J. MALINA, *Professor of Theology* (1969; 1975).
B.A., St. Francis College (Wisconsin), 1956; S.T.L., Pontifical Antonian Athenaeum (Rome), 1964; S.S.L., Pontifical Biblical Institute (Rome), 1966; S.T.D., Studium Biblicum Franciscanum (Jerusalem), 1967; S.T.D. (hon.), University of St. Andrew, Scotland, 1995.
- DOUGLAS W. MALLEBY, *Assistant Professor of Decision Sciences* (1982).
B.Sc., University of Toronto, 1967; M.A., University of Manitoba, 1972; Ph.D., Colorado State University, 1977; M.B.A., University of Nebraska-Lincoln, 1980.
- MICHEL L. MALLEBY, *Adjunct Assistant Professor of Mathematics/Computer Science* (1991).
B.A., University of Nebraska-Lincoln, 1973; M.A., 1979; M.S., Northern Arizona University, 1976; Ph.D., University of Nebraska-Lincoln, 1987.

- KIMBERLY L. MALONEY, *Assistant Professor of Fine and Performing Arts* (1998).
B.F.A., Creighton University, 1993; M.F.A., Pennsylvania Academy of Fine Arts, 1996.
- THOMAS C. MANS, *Associate Professor of Political Science* (1983; 1989); *Associate Dean of the College of Arts and Sciences* (1997).
B.A., St. John's University (Minnesota), 1974; M.A., University of Iowa, 1975; Ph.D., 1981.
- ROBERT P. MARBLE, *Associate Professor of Decision Sciences* (1983; 1988).
B.A., Boston College, 1973; M.S., University of Illinois at Urbana-Champaign, 1979; Ph.D., 1981.
- MICHAEL P. MARKEY, *Lecturer of Fine and Performing Arts* (1998).
B.F.A., University of Nebraska-Omaha; M.A.; B.F.A., Florida State University, 1989.
- DAVID W. MARKS, *Assistant Professor of Communication Studies* (1998).
B.S., South Dakota State University, 1983; M.A., 1988.
- ERIC E. MATTHIESEN, *Associate Professor of Communication Studies* (1976; 1981).
B.S., University of Evansville, 1966; M.A., University of Michigan at Ann Arbor, 1968; Ph.D., 1976.
- BRUCE M. MATTSON, *Professor of Chemistry* (1977; 1994).
B.A., Southwest Minnesota State University, 1973; Ph.D., University of Minnesota at Minneapolis, 1977.
- MICHAEL D. MCATEE, *Adjunct Assistant Professor of Environmental and Atmospheric Sciences* (1994).
B.A., University of California at Berkeley, 1978; M.S., Naval Postgraduate School, 1984; Ph.D., 1987.
- MICHAEL MCCANDLESS, *Lecturer of Fine and Performing Arts* (1989).
B.A., Creighton University, 1978; M.A., University of Nebraska-Omaha, 1993.
- DAVID G. MCDONALD, *Lecturer of Environmental and Atmospheric Sciences* (1995).
B.S., University of Utah, 1974; M.S., Brigham Young University, 1978; Ph.D., Iowa State, 1993.
- MICHAEL A. MCGEE, *Lecturer of Mathematics/Computer Science* (1993).
B.A., Creighton University, 1975; M.C.S.M., 1989.
- RICHARD D. MCGLOIN, S.J., *Adjunct Associate Professor of Classical and Near Eastern Studies* (1955; 1991 Retired).
B.A., St. Louis University, 1937; M.A., 1939; Ph.L., 1939; S.T.L., 1946.
- ROBERT J. MCQUILLAN, *Associate Professor of Anesthesiology* (1993; 1999).
B.A., Creighton University, 1984; M.D., 1988.
- CARY MCMAHON, *Instructor of Nursing* (1998).
B.S.N., Eastern Washington University, 1984; M.S.N., University of Nebraska Medical Center, 1998.
- GEORGE W. MCNARY, *Assistant Professor of Business Law* (1983; 1985).
B.S.B.A., Creighton University, 1975; M.B.A., 1977; J.D., 1980.
- THOMAS S. MCSHANE, S.J., *Assistant Professor of Physics* (1963; 1966).
B.A., Spring Hill College, 1954; M.S., St. Louis University, 1956; S.T.B., 1961.
- SR. MARY KAY MEAGHER, *Assistant Professor of Nursing* (1997).
B.S.N., Marillac College, 1963; M.S.N., Loyola University, 1969; F.N.P., University of Texas Health Science Center, 1977.
- PHILIP J. MEEKS, *Associate Professor of Political Science* (1992).
B.A., University of Notre Dame, 1972; Ph.D., University of Texas at Austin, 1980.
- MARIA F. MENA-BOHLKE, *Adjunct Instructor of Modern Languages and Literatures* (1998).
B.A., Eastern Montana College, 1992; M.A., Arizona State University, 1991.
- LARRY C. MENYWEATHER-WOODS, *Lecturer of Theology* (1992).
B.A., St. Leo College (Virginia), 1983; M.A., Pittsburgh Theological Seminary, 1988.

- GARY D. MICHELS, *Associate Professor of Chemistry* (1986; 1993); *Chair, Department of Chemistry* (1999).
B.S., Creighton University, 1971; Ph.D., Iowa State University, 1978.
- THERESE MICHELS, *Lecturer of Chemistry* (1988).
B.S., University of Nebraska-Lincoln, 1973; M.S., Iowa State University, 1975; Ph.D., 1977.
- DENNIS N. MIHELICH, *Associate Professor of History* (1975; 1981).
B.A., Kent State University, 1966; M.A., Case Western Reserve University, 1968; Ph.D., 1972.
- CONNIE MILLER, *Assistant Professor of Nursing* (1993; 1995); *Chairman, Accelerated Nursing Program* (1998).
B.S.M., Pittsburg State University, 1976; M.S.N., University of Nebraska Medical Center, 1993.
- R. NATASHA MOHR, *Lecturer of Philosophy* (1998).
B.A., University of North Florida-Jacksonville, 1994; M.A., University of Nebraska-Lincoln, 1997.
- ROBERT H. MOORMAN, *Visiting Associate Professor of Management* (1999).
B.A., The College of Wooster-Wooster, OH, 1983; M.B.A., Indiana University, 1989; Ph.D., 1990.
- DAVID C. MOORE, *Lecturer of Sociology* (1989).
B.A., University of Nebraska-Lincoln, 1971; M.A., 1976; Ph.D., 1981.
- DAVID H. MOORE, *Lecturer of Education* (1974).
B.M.E., Wichita State University, 1962; M.M.E., 1966.
- GERI MOORE, *Lecturer of Exercise Science* (1995).
B.S., University of Nebraska-Lincoln, 1987; M.A., University of Nebraska-Omaha, 1988.
- JOHN N. MORDESON, *Professor of Mathematics* (1963; 1971).
B.S., Iowa State University, 1959; M.S., 1961; Ph.D., 1963.
- SUSAN C. MORRIS, *Lecturer of English* (1987).
B.A., Buena Vista College, 1981; M.A., Creighton University, 1987.
- MICHAEL G. MORRISON, S.J., *Professor of History* (1977; 1982); *President of the University* (1981).
B.A., St. Louis University, 1960; M.A., 1965; Ph.L., 1965; S.T.L., 1969; Ph.D., University of Wisconsin-Madison, 1971.
- DEAN A. MORSS, *Assistant Professor of Environmental and Atmospheric Sciences* (1994); *Program Director of Atmospheric Sciences* (1997).
B.E.E., University of Minnesota-Minneapolis, 1964; M.S. (Aeronomy), University of Michigan at Ann Arbor, 1969; M.S. (Atmospheric Sciences), 1974; Ph.D., 1976.
- DIANA MOXNESS, *Instructor of Nursing* (1997).
B.S.N., University of Nebraska-Lincoln, 1990; M.S.N., University of Nebraska Medical Center, 1996.
- JOAN L. MUELLER, *Assistant Professor of Theology* (1995).
B.M., Silver Lake College, 1983; M.M., University of Wisconsin, Milwaukee, 1986; M.Chr. Sp. Creighton University, 1989; Ph. D., Duquesne University, 1992.
- DIANNE L. MULLINS, *Assistant Professor of Nursing* (1988; 1992).
B.S.N., Vanderbilt University, 1964; M.S.Ed., Kearney State College, 1981; M.S., Creighton University, 1989.
- J. PATRICK MURRAY, *Professor of Philosophy* (1979; 1994); *Chair, Department of Philosophy* (1994).
B.S., Marquette University, 1970; Ph.D., St. Louis University, 1979.
- N. R. VASUDEVA MURTHY, *Professor of Economics* (1979).
B.A., University of Mysore (India), 1961; M.A., 1963; Ph.D., State University of New York at Binghamton, 1975.
- MARY BETH MUSKIN, *Assistant Professor of Education* (1991, 1998).
B.A., University of Nebraska-Lincoln, 1975; M.S., Johns Hopkins University, 1978; Ph.D., University of Nebraska-Lincoln, 1986.

- SCOTT A. MYERS, *Assistant Professor of Communication Studies* (1998).
B.A., Illinois State University, 1987; M.A., Illinois State University, 1989; Ph.D., Kent State University, 1995.
- PREMCHAND S. NAIR, *Associate Professor of Mathematics/Computer Science* (1989, 1996).
Ph.D., Kerala University (India), 1985; Ph.D., Concordia University (Canada), 1989.
- RAVINDER NATH, *Professor of Information Systems and Technology* (1998); *Chair, Department of Information Systems and Technology* (1998).
B.A., Panjab University, 1972; M.A., Panjab University, 1974; M.S., Wichita State University, 1975; Ph.D., Texas Tech University, 1980.
- LYNNE NEVIN, *Lecturer of Fine and Performing Arts* (1979).
B.A., University of Nebraska-Lincoln, 1976.
- WILLIAM G. NEWMAN, *Assistant Professor of Mathematics* (1993).
B.A., Hastings College, 1986; Ph.D., University of Wisconsin-Madison, 1993.
- MICHAEL G. NICHOLS, *Assistant Professor of Physics* (1999).
B.S., Harvey Mudd College, 1990; M.A., University of Rochester, 1992; Ph.D., 1996.
- HARRY NICKLA, *Professor of Biology* (1970; 1982).
B.S., Arizona State University, 1967; Ph.D., 1971.
- PATRICIA NILSSON, *Assistant Professor of Nursing* (1980; 1984).
B.S.N., Creighton University, 1978; M.S.N., 1983.
- THOMAS O. NITSCH, *Professor of Economics* (1960-63; 1966; 1969); *Professor Emeritus* (1998).
B.A., St. Mary's University, 1953; Ph.D., Ohio State University, 1963.
- JOAN F. NORRIS, *Professor of Nursing* (1978; 1990); *Associate Dean for Research and Evaluation* (1997).
B.S.N., University of Nebraska, 1972; M.S.N., 1974; Ph.D., 1984.
- CHARLES J. OBORNY, *Lecturer of Exercise Science* (1993).
B.A., Creighton University, 1992.
- JOHN P. O'CALLAGHAN, *Assistant Professor of Philosophy* (1998).
B.S., St. Norbert College, 1984; M.S., University of Notre Dame, 1986; M.A., 1990; Ph.D., 1996.
- EDWARD B. O'CONNOR, *Professor of Education* (1957; 1964); *Professor Emeritus* (1996).
Ph.D., Creighton University, 1943; M.A., University of Nebraska, 1949; Ph.D., 1954.
- CATHERINE O'KEEFE, *Assistant Professor of Nursing* (1997).
B.S.N., Creighton University, 1975; M.S., 1985.
- JOHN J. O'KEEFE, *Assistant Professor of Theology* (1992); *Chair, Department of Theology* (1998).
B.A., Stetson University, 1983; M.T.S., Weston School of Theology, 1988; M.A., Catholic University of America, 1990; Ph.D., 1993.
- GAIL A. OLSON, *Lecturer of Education* (1998).
B.G.S., University of Nebraska-Omaha, 1990; M.H.R., University of Oklahoma, 1992; Ph.D., Century University, 1998.
- LYNN OLSON OLTMANN, *Assistant Professor of Education* (1998).
B.S., University of Nebraska-Omaha, 1973; M.S., 1978; Ph.D., University of Nebraska-Lincoln, 1992.
- JANE O'TOOLE, *Adjunct Assistant Professor of English* (1992; 1993).
B.A., Edgecliff College, 1960; M.A., University of Notre Dame, 1962; Ph.D., 1965.
- SUMIKO OTSUBO, *Assistant Professor of History* (1998).
B.A., Sophia University (Tokyo), 1986; M.A., Slippery Rock University, 1990; Ph.D., Ohio State University, 1998.
- GINGER G. PARKER, C.M.A., *Adjunct Assistant Professor of Accounting* (1989; 1991).
B.S., Wayne State College, 1968; M.B.A., University of Nebraska-Lincoln, 1980.

- JANE PARKS, *Assistant Professor of Nursing* (1992)
B.S.N., Marymount College, 1977; M.S.N., University of Nebraska Medical Center, 1979.
- MARY E. PARSONS, *Assistant Professor of Nursing* (1983; 1986); *Chairman of LEAP Program* (1998).
B.S.N., Creighton University, 1976; M.S.N., University of Nebraska Medical Center, 1982.
- ERIC B. PATTERSON, *Assistant Professor of Biomedical Sciences* (1991).
Ph.D., Meharry Medical College, 1984.
- DONNA R. PAWLOWSKI, *Assistant Professor of Communication Studies* (1994; 1995).
B.S. Edu., University of North Dakota, 1987; M.A., 1989; Ph.D., University of Nebraska-Lincoln, 1995.
- RICHARD S. PENC, *Assistant Professor of Atmospheric Science* (1987).
B.S., State University of New York, (Oswego), 1979; M.S., Pennsylvania State University (Park), 1983; Ph.D., 1995.
- LESA PERRY, *Adjunct Instructor of English Language Program* (1988); *Professor of Psychology* (1995).
B.A., University of Nebraska at Omaha, 1977; M.A., University of Chicago, 1981.
- DAVID H. PETZEL, *Associate Professor of Biomedical Sciences* (1990; 1996).
Ph.D., Illinois, 1982.
- JOSEPH M. PHILLIPS, JR., *Professor of Economics* (1982; 1996); *Associate Dean and Director of Graduate Business Programs, College of Business Administration* (1997).
B.A., LaSalle College, 1978; M.A., University of Notre Dame, 1981; Ph.D., 1982.
- NANCY J. H. PHILLIPS, *Lecturer of Theology* (1982).
B.S., University of Nebraska-Lincoln, 1973; M.Div., Iliff School of Theology, 1977.
- SUSAN P. PHILLIPS, *Adjunct Instructor of Modern Languages and Literatures* (1988, 1997).
B.S. Edu., University of Nebraska-Lincoln, 1965; M.A., 1966.
- WINIFRED J. PINCH, *Professor of Nursing* (1985; 1993).
B.S.N., Temple University, 1963; M.Ed., State University of New York, 1973; Ed.D., Boston University, 1983; M.S., Creighton University, 1985.
- ROBERT E. PITTS, *Professor of Marketing and Dean of the College of Business Administration* (1997).
B.B.A., Georgia State University, 1970; M.B.I.S., Georgia State University, 1972; Ph.D., University of South Carolina, 1977.
- JAMES E. PLATZ, *Professor of Biology* (1973; 1985).
B.S., Texas Technological College, 1967; M.S., 1970; Ph.D., Arizona State University, 1974.
- DEBRA L. PONEC, *Assistant Professor of Education* (1994; 1995); *Associate Chair and Director of Counselor Education* (1998).
B.S. Creighton U., 1976; M.S., University of Nebraska-Omaha., 1981; M.S., Creighton University, 1989; Ed. D., University of Nebraska-Lincoln, 1994.
- CLARA PORTELA, *Adjunct Instructor of Modern Languages and Literatures* (1992).
B.A., Pontificia Universidad Catolica Madre y Maestra (Dominican Republic), 1983.
- MICHAEL PROTERRA, S.J., *Professor of Theology* (1988).
A.B., Georgetown University, 1964; M.A., Boston College, 1968; Ph.L., Weston College, 1968; M.Div., Woodstock College (New York), 1972; Mag.Litt. (Cantab.), Cambridge University, 1981; Cert. Med. Eth., University of Washington, 1989. Ph.D., Saint-Charles University, Belgium, 1995.
- THOMAS J. PURCELL III, *Associate Professor of Accounting* (1979; 1989); *John P. Begley Endowed Chair of Accounting* (1997).
B.S.B.A., Creighton University, 1972; J.D., 1977; M.A., University of Missouri at Columbia, 1978; C.P.A., Nebraska, 1978; Ph.D., University of Nebraska-Lincoln, 1988.
- RUTH B. PURTILO, *Professor of Health Policy and Ethics* (1991); *Professor of Physical Therapy* (1993); *Director of Health Policy and Ethics* (1995).
B.S., University of Minnesota, 1964; M.T.S., Harvard University, 1975; Ph.D., 1979.

- GRAHAM P. RAMSDEN, *Assistant Professor of Political Science* (1990).
B.A., University of Colorado at Boulder, 1982; M.A., 1986; Ph.D., University of Iowa, 1992.
- BRUCE D. RASMUSSEN, *Lecturer of Exercise Sciences* (1982).
B.S., University of Northern Iowa, 1971.
- VASANT H. RAVAL, *Professor of Accounting* (1980; 1989).
B.Comm., University of Bombay (India), 1961; M.B.A., Indiana State University, 1972; D.B.A., Indiana University-Bloomington, 1976; C.I.S.A., 1984.
- ROXANA C. RECIO, *Professor of Modern Languages and Literatures* (1994; 1999).
M.S., Florida International University, 1982; Ph.D., University of Michigan, 1990.
- ROGER D. REIDELBERGER, *Associate Professor of Biomedical Sciences* (1990; 1993).
Ph.D., California, Davis, 1980.
- THOMAS M. REIMER, *Adjunct Assistant Professor of Psychology* (1994; 1996).
B.S., South Dakota State University, 1981; M.A., Mankato State University, 1983; University of Iowa, 1986.
- RUSSELL R. RENO, *Associate Professor of Theology* (1990; 1996).
B.A., Haverford College, 1983; Ph.D., Yale University, 1990.
- KATHLEEN R. RETTIG, *Assistant Professor of English* (1991).
B.S., University of North Dakota, 1976; M.A., 1977; Ph.D., 1985.
- LISA A. RILEY, *Assistant Professor of Sociology* (1995).
B.A., Benedictine College, 1989; M.A., University of Notre Dame, 1992.
- GAIL RISCH, *Lecturer of Theology* (1995).
B.A., Creighton University, 1992; M.A., 1995.
- DIANE RIVERS, *Lecturer of Environmental and Atmospheric Sciences* (1998).
B.S., University of Nebraska-Omaha, 1980; M.S.Ad., Creighton University, 1992.
- JANE C. ROBERTS, *Associate Professor of Biology* (1972; 1979).
B.S., University of Massachusetts, 1954; M.A., University of California (Los Angeles), 1956; Ph.D., University of California (Santa Barbara), 1971.
- WILLIAM L. ROBINSON, *Lecturer of Mathematics and Computer Science* (1998).
B.A., California Lutheran College, 1969; M.B.A., University of South Dakota, 1980; B.S., Chapman University, 1991; M.C.S., Creighton University, 1996.
- VALERIE B. ROCHE, *Associate Professor of Fine and Performing Arts* (1965; 1982);
Coordinator, Dance Major.
Certificate, Royal Academy of Dancing (England), 1956; Advanced Teacher's Certificate (Highly Commended), 1975.
- NYUNDA YA RUBANGO, *Lecturer of English* (1997).
License and Certificate, University of Lubumbashi (Zaire), 1972; Ph.D., 1976.
- ENRIQUE RODRIGO, *Assistant Professor of Modern Languages and Literatures* (1994).
M.S., Florida International University, 1982; M.A., University of Michigan, 1985; Ph.D., 1991.
- GLORIA ROMERO-DOWNING, *Associate Professor of Modern Languages and Literatures* (1991, 1997).
B.A., Michigan State University, 1967; M.A., 1968; Ph.D., University of Nebraska-Lincoln, 1992.
- LAURA ANN RUEL, *Lecturer of Journalism and Mass Communication* (1997).
B.A., Colgate University, 1985; M.A., University of Missouri, 1993.
- TODD A. SALZMAN, *Assistant Professor of Theology* (1997).
B.A., University of San Diego, 1986; B.A., 1989; Katholieke Universiteit Leuven (Belgium), 1989; S.T.B./M.A., 1990; Ph.D., 1994.
- IVELISSE SANTIAGO-STOMMES, *Assistant Professor of Modern Languages and Literatures* (1997; 1999).
B.A., University of Puerto Rico, 1976; M.A., University of Nebraska-Lincoln, 1989.

- JOHN F. SCHALLES, *Associate Professor of Biology* (1979; 1989); *Chair, Department of Biology* (1998).
B.S., Grove City College, 1971; M.S., Miami University, 1973; Ph.D., Emory University, 1979.
- WINFIELD E. SCHEEL, Capt., U.S. Army, *Assistant Professor of Military Science* (1997).
B.S., University of North Alabama.
- GREGORY A. SCHISSEL, S.J., *Assistant Professor of Theology* (1998).
A.B., St. Louis University, 1971; M.A., Fordham University, 1976; M.A., South Dakota State University, 1991.
- ALLEN B. SCHLESINGER, *Professor of Biology* (1952; 1961); *Special Assistant to the President of the Creighton University Foundation* (1984).
B.A., University of Minnesota, 1949; M.S., 1951; Ph.D., 1957.
- MARSHALL J. SCHMINKE, *Professor of Management* (1989; 1996); *Robert B. Daugherty Endowed Chair of Managerial Ethics* (1997).
B.B.A., University of Iowa, 1979; M.S., Carnegie-Mellon University, 1984; Ph.D., 1986.
- DAVID K. SCHULTZ, *Lecturer of Philosophy* (1994).
B.A., Grace College, Omaha, NE, 1988; M.A., University of Nebraska-Lincoln, 1993.
- JEANNE A. SCHULER, *Associate Professor of Philosophy* (1981; 1989).
B.A., St. Louis University, 1973; M.A., Washington University, 1976; Ph.D., 1983.
- DAVID G. SCHULTENOVER, S.J., *Professor of Theology* (1979; 1994).
B.S., Spring Hill College, 1963; M.S., Loyola University of Chicago, 1966; Ph.D., St. Louis University, 1975.
- DEBRA L. SCHWIESO, *Adjunct Instructor of Psychology* (1989; 1996).
B.M.E., University of Kansas, 1976; M.A., University of Nebraska-Omaha, 1989; Ed.S., 1991.
- SHIRLEY A. SCRITCHFIELD, *Associate Professor of Sociology* (1982; 1988).
B.S., Iowa State University, 1969; M.A., Ohio State University at Columbus, 1971; Ph.D., 1976.
- JANET E. SEGER, *Associate Professor of Physics* (1991, 1996).
B.S., Grinnell College, 1985; M.S., University of Wisconsin-Madison, 1988; Ph.D., 1991.
- CAROLE J. SEITZ, *Associate Professor of Fine and Performing Arts* (1976; 1985); *Coordinator, Music Program*.
B.Mus.Ed., Wichita State University, 1960; M.Mus.Ed., 1961.
- EUGENE E. SELK, *Associate Professor of Philosophy* (1965-68; 1970; 1978); *Chair, Department of Philosophy* (1988-94).
B.A., Marquette University, 1963; M.A., 1965; Ph.D., 1971.
- THOMAS J. SHANAHAN, S.J., *Associate Professor of Theology* (1973; 1985).
B.A., St. Louis University, 1960; M.A., 1961; Ph.L., 1961; S.T.L., 1968; Ph.D., Fordham University, 1975.
- EDWARD A. SHARP, S.J., *Associate Professor of Mathematics* (1957; 1963-91, Retired).
B.A., St. Louis University, 1943; S.T.B., 1955; M.A., 1957.
- JAMES M. SHEPARD, *Lecturer of Education* (1973-77; 1980).
B.A., University of South Dakota at Vermillion, 1962; M.S., University of Nebraska at Omaha, 1969.
- WILLIAM A. SHERRARD, *Lecturer of History* (1991).
B.A., University of Washington, 1962; M.A., University of Colorado, 1972.
- THOMAS A. SHIMERDA, *Associate Professor of Accounting* (1980; 1984).
B.S., Wayne State College, 1972; M.B.A., University of Nebraska-Lincoln, 1973; Ph.D., 1978; C.P.A., Nebraska, 1982; C.M.A., 1982.
- SUK-KI SHIN, *Lecturer of Exercise Science* (1991).
Certificate, Korean Yudo College, 1965.

- SCOTT SIBBERNSEN, *Lecturer of Mathematics* (1989).
B.S., Northern Illinois University, 1973; M.A.T., University of Nebraska at Omaha, 1981.
- RONALD A. SIMKINS, *Associate Professor of Theology* (1990; 1996); *Associate Professor of Classical and Near Eastern Studies* (secondary appointment) (1997).
B.A., Evangel College, 1982; M.A.T.S., Gordon-Conwell Theological Seminary, 1984; Ph.D., Harvard University, 1990.
- BIRUDBHAI G. SINDHAV, *Visiting Assistant Professor of Marketing* (1999).
B.S., Gujarat Agricultural University, India, 1989; M.B.A., The Institute of Rural Management, Anand India, 1991; M.G.T., 1991.
- ALICE B SMITH, *Lecturer of Education* (1998).
B.S., Creighton University, 1978; M.S., University of Nebraska-Omaha, 1995.
- D. DAVID SMITH, *Associate Professor of Biomedical Sciences: Bioorganic Chemistry* (1989; 1995).
Ph.D., University of Edinburgh, 1986.
- MARY ANN SMITH, *Lecturer of Mathematics* (1986).
B.S., Creighton University, 1971.
- JOSEPH R. SNIPP, *Lecturer of Political Science* (1998).
B.A., Creighton University, 1998; M.A., University of California-Riverside, 1990.
- ROBERT L. SNIPP, *Associate Professor of Chemistry* (1964; 1969).
B.S., Creighton University, 1958; M.S., 1960; Ph.D., University of Iowa, 1964.
- S. ELIZABETH SNYDER, *Assistant Professor of Modern Languages and Literatures* (1996).
B.A., University of North Carolina-Chapel Hill, 1985; M.A., Harvard University, 1991; Ph.D., 1995.
- CATHLEEN A. SOLARANA, *Lecturer of Journalism/Mass Communication* (1994).
B.A., Creighton University, 1987.
- SHARON M. SOLSKY, *Lecturer of Chemistry* (1991).
B.A., State University of New York at Buffalo, 1971; M.S., 1976.
- BRENT SPENCER, *Associate Professor of English* (1992; 1997); *Resident Director, Creighton House* (1998).
B.A., Wilkes College, 1974; M.A., University of Michigan, 1975; M.F.A., University of Iowa, 1984; Ph.D., Pennsylvania State University, 1982.
- KATIE E. STAHLNECKER, *Lecturer of English* (1991).
B.A., University of Nebraska-Lincoln, 1986; M.A., University of Nebraska-Omaha, 1990.
- MARY HELEN STEFANIAK, *Assistant Professor of English* (1998; 1999).
B.A., Marquette University, 1973; M.F.A., Iowa Writers Workshop, 1984.
- SUSAN STEIN, *Lecturer of Education* (1997).
B.S., St. Louis University, 1962; M.S., 1964; Ph.D., University of Nebraska-Lincoln.
- STEPHANIE STOCKARD SPELIC, *Assistant Professor of Nursing* (1992).
B.S.N., Creighton University, 1973; M.S.N., University of California at San Francisco, 1976.
- BRENT SPENCER, *Associate Professor of English* (1992; 1997); *Editor, Creighton University Press*.
B.A., Wilkes College, 1974; M.A., University of Michigan, 1975; M.F.A., University of Iowa, 1984; Ph.D., Pennsylvania State University, 1982.
- CHARLES H. STEIN, *Associate Professor of English* (1967; 1970).
B.S., St. Louis University, 1961; Ph.D., 1968.
- WILLIAM O. STEPHENS, *Associate Professor of Philosophy and of Classical and Near Eastern Studies* (1990; 1997).
B.A., Earlham College, 1984; Ph.D, University of Pennsylvania, 1990.
- MARK G. STEVENS, *Lecturer of Journalism and Mass Communication* (1987).
B.A., Creighton University, 1976.

- GERARD L. STOCKHAUSEN, S.J., *Associate Professor of Economics* (1985; 1990);
Associate Dean and Director of Undergraduate Programs, College of Business Administration (1998).
B.A., St. Louis University, 1972; M.A., 1973; M.Div., Jesuit School of Theology (California), 1979; S.T.M., 1980; Ph.D., University of Michigan, 1985.
- NANCY J. STONE, *Associate Professor of Psychology* (1989; 1998).
B.A., University of California at San Diego, 1983; M.A., Texas Tech University, 1986; Ph.D., 1987.
- BRETT A. STONEBERGER, Master Sgt., U.S. Army, *Senior Military Science Instructor* (1998); *Noncommissioned Officer in Charge*.
- JEFFERY R. STOUT, *Assistant Professor of Exercise Science*, (1995).
B.A., Concordia College, Seward, Nebraska, 1989, M.P.E., University of Nebraska-Lincoln, 1992; Ph.D., 1995.
- DAVID R. STUVA, *Adjunct Instructor of Physics* (1994).
B.S., Creighton University, 1979; M.S., 1983.
- DONALD W. SUMMERSIDE, *Lecturer of Journalism and Mass Communication* (1992).
B.A., University of Nebraska-Lincoln, 1962.
- JOHN J. SUNDERLAND, *Assistant Professor of Radiology* (1990); *Assistant Professor of Physics* (1990).
B.A., Williams College, 1981; M.S., University of Wisconsin, 1985; Ph.D., University of Wisconsin-Madison, 1990.
- MICHAEL W. SUNDERMEIER, *Associate Professor of English* (1961-64; 1966; 1989); *A. F. Jacobson Chair in Communications* (1998).
B.S., Creighton University, 1958; M.A., 1963; Ph.D., University of Nebraska-Lincoln, 1972.
- RICHARD R. SUPER, *Associate Professor of History* (1976; 1983).
B.A., Creighton University, 1968; M.A., 1970; Ph.D., Arizona State University, 1975.
- THOMAS D. TAYLOR, Maj. U.S. Army, *Assistant Professor of Military Science* (1998); *Commandant of Cadets* (1998).
B.A., The Military College of South Carolina, The Citadel.
- DELORES TEGTMEIER, *Associate Professor of Nursing* (1997).
B.S.N., University of Nebraska Medical Center, 1962; M.N., University of Washington, 1965; Ph.D., University of Nebraska-Lincoln, 1991.
- ADRIANO M. TEJADA, *Adjunct Associate Professor of History* (1992).
M.A., Temple University, 1979; Lic. Law, Pontificia Universidad Catolica Madre y Maestra (Dominican Republic), 1969.
- JOHN THEIN, *Associate Professor of Fine Arts* (1975; 1986).
B.F.A., Layton School of Art, 1967; M.F.A., University of Iowa, 1972.
- KATHRYN ANNE THOMAS, *Associate Professor of Classical and Near Eastern Studies* (1973; 1979)
B.A., Creighton University, 1968; M.A., Loyola University (Chicago), 1971; Ph.D., 1974.
- PETER H. TRAMEL, *Lecturer of Philosophy* (1998).
B.A., Fort Hays State University, 1994; M.A., University of Nebraska-Lincoln, 1997.
- DIANNE TRAVERS-GUSTAFSON, *Assistant Professor* (1994, 1997).
B.S.N., Creighton University, 1979; M.S., 1993.
- MICHAEL D. VANCE, *Lecturer of Psychology* (1995).
B.A., Miami University; Ph.D., Indiana University, 1990.
- EMIKO UNNO, *Instructor of Modern Languages and Literatures* (1997).
B.A., Creighton University, 1975; B.A., Sophia University, Tokyo, Japan, 1976; M.A., International College Sophia University, 1978; B.S., University of Nebraska-Omaha, 1993.

- DAVID S. VANDERBOEGH, *Assistant Professor of Modern Languages and Literatures* (1994).
B.A., Ohio State University, 1983; M.A., 1985; Ph.D., 1993.
- WILLIAM R. VAN DEEST, *Lecturer of Performing Arts* (1988).
B.S., Dakota State College, 1980; M.A. (Mass Communication), University of South Dakota, 1985; M.A. (Theater), 1985.
- BARBARA C. VASILOFF, *Lecturer of Education* (1997).
B.A., College of St. Theresa, 1965; M.A., Creighton University, 1997.
- MARTIN O. VASKE, S.J., *Professor of Philosophy* (1950-53; 1956; 1990, Retired).
B.A., Loras College, 1936; M.A., Ph.L., St. Louis University, 1942.
- MARY ANN VINTON, *Assistant Professor of Biology, Clare Boothe Luce Faculty Chair* 1995.
B.S., University of Wyoming, 1987; M.S., Kansas State University, 1990; Ph.D., Colorado State University, 1994.
- THOMAS M. VOLLBERG, SR., *Assistant Professor of Biomedical Sciences* (1993).
Ph.D., Thomas Jefferson, 1984.
- DOROTHY E. VOSSEN, *Professor Emeritus of Nursing* (1955; 1980).
R.N., St. Mary's Hospital School of Nursing (Rochester, Minnesota), 1938; B.S.N.E., Marquette University, 1942; M.A., University of Minnesota, 1953.
- JENNIFER WACKEL, *Instructor of Nursing* (1999).
B.S.N. Creighton University, 1994; M.S. in Nursing, 1999.
- MARY L. WADE, *Instructor of Mathematics* (1986-89); *Adjunct Instructor of Mathematics* (1991).
B.S.W., Creighton University, 1984; M.S., 1989.
- CLARENCE M. WAGENER, S.J., *Adjunct Associate Professor of Physics* (1959; 1969-91, Retired).
B.A., St. Louis University, 1944; Ph.L., 1947; M.S., 1951; S.T.L., 1954.
- GENE M. WALKER, *Adjunct Lecturer of Psychology* (1991; 1996); *Lecturer of Education* (1993).
B.A., Creighton University, 1985; M.S., 1991.
- EAMONN WALL, *Associate Professor of English* (1992; 1997).
B.A., National University (Ireland), 1976; Diploma in Education, 1977; M.A., University of Wisconsin-Milwaukee, 1984; M.Phil., City University of New York, 1990; Ph.D., 1992.
- JACK E. WALSH, *Adjunct Instructor of Theology* (1990); *Assistant Dean, College of Arts and Sciences* (1989).
B.A., St. Louis University, 1962; Ed.M., 1963; M.A., 1971.
- MARK E. WARE, *Professor of Psychology* (1965; 1969-70; 1972; 1981).
B.A., Bellarmine College, 1963; M.S., Kansas State University, 1966; Ph.D., United States International University, 1972.
- LAURA A. WEBER, *Assistant Professor of Theology* (1997; 1998).
B.A., St. Louis University (Missouri), 1989; Ph.D., Marquette University (Milwaukee), 1996.
- DOUGLAS M. WEBER, *Lecturer of Philosophy* (1993); *Visiting Lecturer of Business Ethics* (1999).
B.A., University of Santa Clara, 1987; M.A., University of Notre Dame, 1990; M.A., University of Nebraska-Lincoln, 1993.
- ASHTON W. WELCH, *Associate Professor of History* (1971; 1983); *Coordinator, Black Studies Program; Director, Honors Program* (1998).
B.A., Wilberforce University, 1968; M.A., Certificate in African Studies, University of Wisconsin-Madison, 1971; Ph.D., University of Birmingham (England), 1979.

- JOZEF V. WELIE, *Associate Professor of Health Policy and Ethics* (1997).
M.A., Catholic University of Nijmegen-Netherland, 1994; M.Med., University of Limburg, 1990; Ph.D., 1990; J.D., 1990.
- DEBORAH L. WELLS, *Associate Professor of Management* (1987; 1993); *Chair, Department of Marketing and Management* (1998).
B.A., Iowa State University, 1980; M.S., 1983; Ph.D., 1987.
- STEPHANIE R. WERNIG, *Lecturer of Education* (1993).
B.A., St. Mary's College (Indiana), 1968; M.A., University of Denver, 1970; Ph.D., Boston College, 1980.
- ROBERT D. WHIPPLE, JR., *Associate Professor of English* (1990; 1995); *Associate Chair, Department of English* (1998); *Chair, Department of English* (1998).
B.A., Texas Tech University, 1979; M.A., University of Texas, 1983; Ph.D., Miami University, 1990.
- BERNADETTE WHITE, *Assistant Professor of Nursing* (1994).
B.S.N., University of Nebraska Medical Center, 1988; M.S.N., 1990.
- LINNEA C. WHITE, *Assistant Professor of Education* (1989).
B.S., Kansas State University, 1964; M.S., Kansas State Teachers College, 1966; Ph.D., Kansas State University, 1974.
- RICHARD J. WHITE, *Associate Professor of Philosophy* (1989; 1994).
B.A., Warwick University (England), 1978; M.A., State University of New York at Stony Brook, 1983; Ph.D., 1986.
- TAMORA WHITNEY, *Lecturer of English* (1991; 1993).
B.A., College of St. Mary, 1983; M.A., University of Nebraska-Lincoln, 1984; Ph.D., 1990.
- ALICE WHITTAKER, *Assistant Professor of Nursing* (1991; 1994).
B.S.N., University of Arizona, 1975; M.S.N., 1983.
- MARK J. WIERMAN, *Assistant Professor of Mathematics/Computer Science* (1994).
B.A., State University of New York at Purchase, 1978; M.A., State University of New York at Binghamton, 1981; Ph.D., 1993.
- MARLENE WILKEN, *Assistant Professor of Nursing* (1998).
B.S.N., University of Nebraska, 1970; M.S.N., Montana State University, 1974; M.A., University of Nebraska-Omaha, 1987; Ph.D., University of Nebraska-Lincoln, 1993.
- MARK A. WILLIAMS, *Associate Professor of Medicine* (1987); *Lecturer of Exercise Science* (1990).
B.S., California State University at Fullerton, 1973; M.S., 1975; Ph.D., Texas A&M University, 1980.
- JOHN R. WINGENDER, JR., *Professor of Economics and Finance* (1997; 1998); *Chair, Department of Economics and Finance* (1998).
B.A., University of Nebraska-Omaha, 1972; M.A., 1980; Ph.D., University of Nebraska-Lincoln, 1985.
- EILEEN M. WIRTH, *Assistant Professor of Journalism and Mass Communication* (1991).
B.A., University of Nebraska-Lincoln, 1968; M.A. (Pol. Sci.), University of Minnesota-Minneapolis, 1971; M.A. (Jrn.), University of Nebraska-Lincoln, 1979; Ph.D., 1994.
- KENNETH L. WISE, *Associate Professor of Political Science* (1967; 1973).
B.A., Midland Lutheran College, 1961; M.A., American University, 1965; Ph.D., 1967.
- JOHN P. WORKMAN, JR., *Associate Professor of Marketing* (1998).
B.S., North Carolina State University, 1980; M.B.A., University of Virginia, (1984); Ph.D., Massachusetts Institute of Technology, 1991.
- WENDY M. WRIGHT, *Professor of Theology* (1989; 1998).
B.A., California State University at Los Angeles, 1972; M.A., University of California at Santa Barbara, 1976; Ph.D., 1983.

- JAMES S. WUNSCH, *Chair of the Department of Political Science* (1997); *Professor of Political Science* (1973; 1986).
B.A., Duke University, 1968; M.A., Indiana University, 1970; Ph.D., 1974.
- MARYSUE F. WYDEVEN, *Assistant Professor of Nursing* (1997).
B.S.N., Indiana University, 1965; M.S.N., University of Nebraska Medical Center, 1981.
- JOHN A. YEE, *Professor of Biomedical Sciences* (1990).
Ph.D., Utah, 1974.
- JENNIFER YEE, *Lecturer of Exercise Science* (1997).
B.A., Creighton University, 1996.
- GREG W. ZACHARIAS, *Associate Professor of English* (1991; 1996); *Director, Center for Henry James Studies* (1997).
B.A., New York University, 1981; M.A., 1983; Ph.D., 1988.
- DALE E. ZACHER, *Assistant Professor of Journalism and Mass Communication* (1996).
B.A., University of North Dakota, 1986; Master of Science, Ohio University, 1995.
- CORBIN ZEA, *Laboratory Instructor of Chemistry* (1997).
B.S., Sioux Falls College, 1993; M.S., University of Oklahoma, 1995.
- DONALD M. ZEBOLSKY, *Associate Professor of Chemistry* (1962; 1968).
B.A., Northwestern University, 1956; Ph.D., Kansas State University, 1963.
- THOMAS H. ZEPF, *Professor of Physics* (1962; 1975).
B.S., Xavier University (Ohio), 1957; M.S., St. Louis University, 1960; Ph.D., 1963.
- MARY CAROL ZUEGNER, *Assistant Professor of Journalism and Mass Communications* (1997; 1998).
B.A., Creighton University, 1977; M.A., Ohio State University, 1991.
- JOHN D. ZUERCHER, S.J., *Adjunct Assistant Professor of Psychology* (1977).
B.M.E., Marquette University, 1945; Ph.L., St. Louis University, 1953; M.S., 1954; Th.L., 1960; Ph.D., University of Illinois at Urbana-Champaign, 1965.



INDEX

A

Absence, 43, 79
 from examination, 79-80
 leave of, 43
Academic administration, 77
Academic honesty, 80
Academic Progress, Satisfactory, 82
Academic standing, 81
Academic year, 77
Accelerated Nursing Curriculum, 130-131
Accounting department and courses, 159-160
 major, 119
Accreditation, 17
ACT assessment, 37, 74
Activities, extracurricular, 25-33
Administration and Supervision, 77-90
Administrative Staff, 10-11
Admission, 37-46
 ACT assessment, 38, 74
 advanced placement, 39-40
 advanced standing, 39-40
 application for, 37
 CLEP, 40
 credit by examination, 40
 credit for experience, 40
 credentials, 42
 deposit, enrollment reservation, 43, 47
 entrance examination, 38-39
 fee, application, 37-38
 foreign students, 42
 Freshman students, 37-39
 intra-University transfer, 43
 Nursing program, 38
 readmission of former students, 43
 requirements, 37
 scholarship requirements, 38
 special students, 42
 subject requirements, 38
 summer preview program, 44
 transfer of credits, conditions for, 41
 transfer students, 40-41
 transient study, 41
 veterans, 41
Advanced military courses, 87-81, 261-264
Advanced placement, 39-40
Advanced standing, admission to, 39-40
Advertising sequence of studies, 249
Advisers, see also Counselors
 pre-health sciences, 108
 scholarship, 90
 student, 86
Aerospace Studies, 263-264
African Studies, 161

AFROTC, 89, 263
Alumni Association, The, 36
Alumni Library, 21
American Chemical Society, 25
American College Testing (ACT) Program, 37-39, 74
American Institute of Physics, Creighton
 University Student Section of, 26
American Studies, 161-164
 major and minor, 161
Anthropology, 310-312
Application for admission, 37
 fee, 37, 47
Application for degree, 83
 filing dates, 4-8
Application for Financial Aid, 51
Applied Communication, 186
Art courses, 224-229
 Bachelor of Fine Arts, 101, 223
 major, 223
Art Gallery, Creighton University, 27
Arts and Sciences, College of, 13, 91-101
Arts-engineering program, 105-106
Arts Management, 236
Associate Degrees, 136-138
Athletics, 26-27
Atmospheric Sciences Courses, 164-168
Attendance, class, 78
Auditing courses, 45
Awards, see Recognition of Scholarship and
 Leadership

B

Bachelor's degrees
 B.S. in Atmospheric Sciences, 101, 164-165
 Bachelor of Fine Arts, 101, 223
 Bachelor of Science, 101
 Bachelor of Arts, 101
 B.S. in Business Administration, 113-125
 B.S. in Chemistry, 101, 176
 B.S. in Emergency Medical Services, 204-206
 B.S. in Mathematics, 101, 258
 B.S. in Nursing, 126-133, 271
 B.S. in Physics, 101, 285-288
 B.S. in Sociology, 101, 306
 B.S. in Social Work, 101, 303
Ballet courses, 229-231
Basic military courses, 87-89, 261-264
Basketball, 12, 27
Biology department and courses, 169-173
 major, 169
Biomedical Sciences, 173
Black Studies, 174-175
 as a minor, 174

Blue Jay, The, 23
Board and room, 21-22, 47-49
Board of Directors, 9
Bookstore, see Creighton University Book Store
Botany, see Biology
Boys Town National Research Hospital, 20
Bulletin Creighton University, 23, 157
Business Administration, College of, 11, 14, 113-125
Business administration-law program, 122
Business courses, 175-176

C

Cafeteria, 22
Calendar, 4-8
Campus, main University, 18-21
 map, (inside back cover)
Campus Ministry, 29, 74
Career Advising and Academic Planning, 73
Certificate Programs, 139-150
Certification, elementary school, 195-196
Certification, secondary school, 196
Change of course, 45
 effective dates, 4-8
Chaplains, University, 29, 74
Chemistry department and courses, 176-179
 B.S. in Chemistry, 101
 major, 176
Child Development Center, 23
Chorus, The Creighton, 26
Christmas recess, 76
 dates of, 4, 7
Church, St. John's, 29
 attendance, 15
Class attendance, 78
Classes, beginning dates of, 4-8
Classical and Near Eastern Studies
 department and courses, 180-186
 classical civilization, 180-183
 Greek, 183
 Hebrew, 184
 Latin, 184-185
 major, 180
Classification, student, 77-78
Clinical nursing courses, 271-276
Clubs, 25-26
College Level Examination Program (CLEP), 40
College officers, 9-11
College, University, 14, 134
Combined business administration-law degree
 program, 122
Commencement, 83-84
Commencement dates, 4-8
Committees, University, 323-324
Communication Studies department and
 courses, 186-190
 major, 186
Company of Dancers, 28
Comprehensive examinations, dates of, 4-8
Computer courses, 190-193
Computer Science, 190-193
 as major, 190
Concentration, fields of, 91-112, 113-125, 126-133
Concentration major, 91-112, 113-125, 126-133
 see also respective departments for major
 requirements, 157-322
Confidentiality of student records, 84-85
Contents, Table of, 2
Core requirements, 93
Correspondence Courses, 14, 47, 151
Costs, college, 21-22, 47-49
 board and room, 21-22
Counseling and guidance, 73-74
Counseling Center, 73-74
Counseling Courses, 203
Counselors academic, 73-74
 spiritual, 29, 74
Courses
 adding and dropping, 45, 50
 by departments or subjects, 157-322
 lower- and upper-division, 77
 numbering system, 77, 157
 of instruction, 157-322
 of study, see Programs, 91-156
 prerequisites, 157-322
 withdrawal from, 50, 78-79
Credo of Creighton, 16
Credit, semester hours, 77
 by examination, 39-40
 for experience, 40
Creighton, Edward, 13
Creighton, John A., 13
Creighton, Mary Lucretia, 13
Creighton, Sarah Emily, 13
Creighton House 102, 193
Creighton Marketing Association, 25
Creighton Center for Service and Justice, 25
Creighton Today, 23
Creighton University Book Store, 49
Creighton University Bulletin, The, 23
Creighton University Magazine, 24
Creightonian, The, 24
Criss, Dr. C. C., 18
Criss Health Sciences Center, 18
Criss, Mabel L., 18
Cultural activities, 27-28
Curriculum, see Programs of Study

D

- Dance courses, 229
 - major, 223
- Dates, see Calendar, 4-8
 - of founding and incorporation, 13-15
- Dean of Arts and Sciences, 11
- Dean of Business Administration, 11
- Dean of Nursing, 11
- Dean of Students, 10
- Dean of University College, 11
- Dean's Honor Roll, 83
- Degrees (see also Bachelor's Degrees)
 - application for, 83-84
 - general requirements, 91-112, 113-125, 126-133
 - other requirements, 83
 - programs for, 91-112, 113-125, 126-133
- Dentistry, School of, 18, 20
 - admission requirements, 109
- Departments and courses, 157-322
- Deposits enrollment, 47
 - residence halls, 21-22
- Directors, University Board of, 9
- Directory, Student and Faculty, 24
- Discipline, 84
- Dismissal, academic, 77
 - disciplinary, 84
 - honorable withdrawal requirements, 50
- Dominican Republic—Semester Abroad, 104
- Dormitories, see Residence halls
- Dramatics, see Theater
- Dropping courses, 45, 50

E

- Economics department and courses, 193-195
 - major and minor, 119-120
- Education department and courses, 195-203
 - art education, 104
 - major and minor, 195-197
 - music education, 231
 - teacher education, 195-197
- Elementary-school certification,
 - preparation for, 195-197
- Emergency Medical Services, 204-206
- Employment service,
 - student, 73
 - graduate, 73
- Engineering-arts program, 105-106
- Engineering, Detroit Mercy College of, 106
- Engineering, Washington University, 105
- English department and courses, 206-212
 - major, 206-207
- English Language Program,
 - see Intensive English Language Institute, 102-103
- Enrollment reservation deposit, 47

- Environmental Science, 212-217
- Essay and speech awards and prizes, 33-36
- Examinations absence from, 79-80
 - CLEP, 40
 - credit by, 40
 - dates of, 4-8
 - entrance, see also ACT examination fees, 47-50
 - final, 79-80
 - graduating senior, 80
 - health, 75-76
 - special, 78-79
- Exercise Science, 218-221
- Extracurricular activities, 25-33
 - academic, 25-26
 - athletic, 26-27
 - cultural, 27-28
 - fraternities and sororities, 29-33
 - religious, 29

F

- Facilities, campus, (see also inside back cover), 18
 - church, 18
 - health sciences, 18-21
 - Kiewit Physical Fitness Center, 18, 26-27
 - libraries, 21
 - main campus, 18
 - medical center, 18-21
 - student center, see inside back cover
- Faculty, 325
- Fall mid-semester recess, 77
 - dates of, 4, 7
- Family Financial Statement, 51
- Fees and tuition, see Tuition and Fees
- Fields of concentration, 91-112, 113-125, 126-133
- Final examinations, see Examinations
- Finance department and courses, 222-223
 - major, 120
- Financial aid, 51-72
 - application for, 51
 - grants, 67
 - loans, 68-72
 - part-time employment, 72
 - scholarships, 52-67
- Financial Aid Form, 51
- Financial arrangements, 49
- Fine and Performing Arts department and courses, 223-236
 - degree requirements, 91, 223-223
- Fine Arts Gallery, 27
- Food service, 21-22
- Foreign students, admission of, 42
- Foreign Study Opportunities, 104
- Fraternities and sororities, 29
- Fraternities, Honor, 30-33
- French courses, 264-265

Freshman, applicants for admission, 37
applicants for financial aid, 51
scholarships, 52-67
seminar program, 86, 237
Full-time students, 44

G

General information, 12-36
General Military Science Program, 87-89, 261-264
German courses, 266
Good academic standing, 81
Grades appeal of grade, 80
for continuation and promotion, 78-84
pass-no pass option, 78
points see Quality Points reports, 81
for obtaining and retaining scholarships and loans, 51-72
system of grading, 79
in case of withdrawal, 79
Graduate courses, 107-112
Graduate School, 15
Graduate study in business administration, 124-125
Graduate study, preparing for, 107-112
Graduation application for, 83
commencement dates, 5, 6, 7, 8
honors, 83
requirements for, 83-84, 91, 113, 127, 135-138
Graduation rates, 17
Graphic Design, 236
Grants, 67
Greek courses, 183
Guidance and counseling, 73-74

H

Handbook, The Student, 24
Health and accident insurance, 76-77
Health Administration and Policy
department and courses, 237-238
major, 237
Health Policy and Ethics, 239
Health Sciences Center, 18-21
Health sciences facilities, 18-21
Health service, 75-76
Hebrew courses, 184
History department and courses, 239-247
major, 239
History of University, 13
Holidays, (see Calendar), 4-8
Christmas Recess, 4, 7, 77
Mid-year, 4, 7
Fall mid-semester recess, 4, 7
Independence Day, 6
Labor Day, 4, 7

Spring Recess, 5, 8, 77
Thanksgiving Recess, 4, 7, 77
Honesty, Academic, 80
Honorable dismissal,
requirements for, 45-46, 50
discharge of financial and other obligations, 50
withdrawal regulations, 50
Honor Roll, 83
Honor societies and fraternities, 29-33
Honors and prizes, 33-36
Honors, graduation, 82
Honors Program, 248
Hospitalization, 75
Hospitals of Medical Center, 18-21
Housing, campus and off-campus, 21-23

I

Incomplete, grade of, 79-80
Independent Study Program, 14, 151
Information, general, 12-36
Instructional facilities, 18-21
Instructional staff, 325
Insurance, Student Health Plan, 76
Intensive English Language Institute (IELI), 102-103
International Business, 120
Interdisciplinary program, see
African Studies, American Studies,
Black Studies
Interdisciplinary Courses, 249
International Baccalaureate Program, 41
International Relations Club, The, 26
International Studies
Concentration Major, 286-287
International Student Association, 26
International Students, 42
Irish Literature, 206

J

Jaytalkers, see
Oratorical Association, the Creighton
Jesuit Humanities Program, 249
Jesuits, 13, 15
Job placement, 73
Journalism and Mass Communication department
and courses, 249-253
major, 249
Justice and Peace Studies, 253
Justice and Society, 254

K

Key to symbols, 158
Kiewit Physical Fitness Center, 26-27

L

Laboratories, 18-21
 fee, 48
Language requirements for degrees, 93
Latin courses, 184
 major, 180
Laundry service, 49
Law-business administration program, 122
Law Review, The Creighton, 24
Law, School of, 15, 107
 admission requirements, 107
Leadership, recognition of, 33-36
Leave of absence, 43
Liberal education, goals of, 91
Libraries, 21
Library, Alumni Memorial, 21
Living accommodations, 21-23
LOAP, see Leave of absence
Loan funds, 68-72
Location of University, 12, 18-21
Lower-division courses, 77, 157

M

Major, see Concentration Major
Management department and courses, 254-255
Management Information Systems, 254-255,
 as major, 121
Map of campus, inside back cover
Marketing department and courses, 256
 major, 121
Master of Business Administration Degree, 124
Master of Science in Electronic Commerce, 124
Master of Science in Information Technology
 Management, 124
Mathematics department and courses, 258-260
 B.S. in Mathematics, 258
 major, 258
Medical Center, 18-21
Medicine, School of, 15, 18-21
 admission requirements, 109
Microbiology course, 261
Mid-semester reports: dates due, 4, 7
 issuance of, 80
Military science, 87-89, 261-264
Minor requirements for, see
 Departments, 157-322
Mission Statement, inside front cover
Modern Languages department and courses, 264
 major, 264
 French, 264
 German, 266
 Japanese, 267
 Linguistics, 267
 Spanish, 268

Monthly Electronic Transfer (MET) plan, 23, 49
Music courses, 231
 major, 231

N

National Education Association, student, 25
Natural Science courses, 270
News Sequence, 249
Noncredit courses, 152
Nondiscrimination Policy as to Students, 16
Nursing, School of, 14
 accelerated program, 130
 accreditation of program, 17
 Bachelor of Science in, 14, 126-129
 courses, 271-276
 major, 271
 promotion, 126-127
 Linking Education and Practice Program
 (LEAP), 132
Nursing student loan program, 69

O

Objectives, statements of, 15, 87, 111, 126
Observatory, see inside back cover
Occupational Therapy, 110
Oratorical Association, the Creighton, 28
Organizational Communication, 186
Orientation, 75

P

Parents' Confidential Statement, See Financial
 Aid Form and Family Financial Statement
Part-time students, 44
Pass-no pass option, 78
Perkins Loan, 69
Pharmacology, 277
Pharmacy, School of, 18
 admission requirements, 110
Philosophy department and courses, 277-284
 major, 277
Physical examination, 75-76
Physical Therapy, 111-112
Physics department and courses, 285-288
 major, 285
 Health Sciences Program, 285
Physics students, Society of, 26
Placement Service, 73
Placement tests, see ACT examination
Political Science and International Studies
 department and courses, 289-297
 major, 289-290
Pre dental program, 109
Pre-engineering program, 105-106

Prelegal program, 108
 combined business administration law
 program, 122
 Pre-Master of Business Administration, 124-125
 Premedical program, 109
 Prepharmacy program, 110-111
 Pre-professional programs of study, 108-112
 Prerequisites for courses and majors, see
 Departments and Courses, 157-322
 Prizes and honors, 33-36
 Probation, academic, 79-80
 Professional Schools, 17-18
 Programs of study arts and sciences, 91-112
 business administration, 113-125
 nursing, 126-133
 University College 134-156
 Promotion, nursing, 126-127
 Psychology department and courses, 297-301
 major, 297
 Public Relations/Advertising sequence of studies,
 249
 Public Relations Society, 26
 Publications, University and student, 23-24

Q

Quality points and averages, 81-82
 averages of transfer students, 41
 determining averages, 83
 for continuation and promotion, 81-82
 for graduation, 82
 for honors, 82

R

Radio courses, 248-253
 programs, 28
 broadcasting-film sequence, 249
 Readmission of former students, 43
 Recesses, see Holidays
 Recitals, Music, 27
 Recognition of scholarship and leadership, 33-36
 Refundment of tuition and fees, 50
 Registrar's Office, 44, 83-85
 Registration, 44
 adjustment and withdrawals after, 45
 dates of, 4-8
 freshmen, 44
 full-time and part-time, 44
 last day for, dates of, 4-8
 late, 45
 effective dates, 4-8
 Reinert Alumni Memorial Library, 21
 Religion, see Theology
 Repeating courses, 82
 Reports, grade, 80

Residence halls, 21-22
 reservation deposit, 22
 Residence requirements for degrees, 83
 Room and board (see Residence Halls) campus
 and off-campus, 21-22
 deposits, 21-22
 rates, 22
 reservation, 23
 R.O.T.C., 87-89, 261-264
 Russian, 267

S

St. John's Church, 29
 Scholarship and leadership, recognition of, 33-36
 Scholarship requirements for admission, 52
 Scholarships, 67
 Secondary-school certification, preparation for,
 196
 Self-support, opportunities for, 73
 Semester abroad, 104
 Semester hour, definition of, 77, 158
 Senior Perspective
 core requirement, 94
 courses, 301
 Services for Students With Disabilities, 17
 Shadows, 24
 Skills Development Program, 86
 Social work degree in, 303-305
 undergraduate training for, 303
 Societies, honorary, 33-36
 Society of Jesus, see Jesuits
 Sociology department and courses, 306-309
 B.A. in Sociology, 306
 major, 306
 Sororities and fraternities, 29-36
 Spanish courses, 268
 Special students, admission as, 42
 Special Scholarship Advisers, 90
 Speech—See Communication Studies
 Spring recess, 77
 dates of, 5, 8
 Statistics Courses, 312
 Student Board of Governors, 29
 Student Center, see inside back cover
 Student government, 29
 Student Life Policy,
 University Committee on, 74
 Student course load, 48, 83, 113-125, 126-133
 Student organizations, 25-36
 Student Services, 73-76
 Student Support Services Program, 75
 Student Union, 29
 Students
 foreign, 42
 former, 43

full-time, part-time, 44
special, 42
transfer, 43
Studios, art, 223
Study Abroad Opportunities, 104
Subject requirements for admission, 38
Subjects, see Departments, 157-322
Summer preview program, 44
Summer Session, The, 77, 154
calendar, 6
Supervision, administration and, 77-90
Supporting courses see respective departments
for supporting course requirements, 157-322
Swanson Hall, see inside back cover
Swimming, 28, 218-221

T

Teacher education, 195-203
accreditation of programs, 195-196
elementary-school certification, 195-196
secondary-school certification, 196
Television courses, 250-253
equipment, 28
programs, 28, 249-253
stations, 28
Tests, placement, see ACT examination
Thanksgiving recess, 77
dates of 4, 7
Theater courses, 234-236
major, 234
Theater, Creighton University, 28
Theology department and courses, 314-322
major, 314
minimum requirements for students, 314
Track, 27
Transcripts for admission, 37
issuance, 85
Transfer, intra-University, 43
Transfer of credit, condition for, 41
Transfer students, 41, 71
Transient study, 41
Tuition and fees, 21-23, 37, 47-50
for auditors, 48
payment of, 49
refundment of, 50
for part-time, full-time students, 47
for special students, 48
for teachers and school administrators, 48, 154
Tuition discounts, 48, 154
Two-three arts-engineering plan, 105-106

U

Unit, high-school, 37
Unit of instruction, 77
University Chaplains, see
Campus Ministry, 29, 74
University Chorus, The, 27
University College, 14, 134
University Committees, 323
Upper-division courses, 77, 157

V

Vacation periods, 77, (see Calendar, 4-8)
Veterans admission of, 41-42
counseling service, 73-74
credit for education experiences in service, 40
definition of full-time classification, 44
Vocational guidance, 73

W

Welcome Week, 44
Withdrawal from the University, 45, 50
see also Honorable Dismissal
Work opportunities, 73
Work-study Program, 72

Y

Year, the academic, 77
Yearbook, The Bluejay, 23
Your Campus and Colleagues, 23

AMERICAN JESUIT COLLEGES AND UNIVERSITIES

<i>Alabama</i>	Spring Hill College, Mobile
<i>California</i>	Loyola Marymount University, Los Angeles University of San Francisco, San Francisco University of Santa Clara, Santa Clara
<i>Colorado</i>	Regis College, Denver
<i>Connecticut</i>	Fairfield University, Fairfield
<i>District of Columbia</i>	Georgetown University, Washington
<i>Illinois</i>	Loyola University of Chicago Parks College of Aeronautical Technology (Saint Louis University), Cahokia
<i>Louisiana</i>	Loyola University, New Orleans
<i>Maryland</i>	Loyola College, Baltimore
<i>Massachusetts</i>	Boston College, Chestnut Hill College of the Holy Cross, Worcester
<i>Michigan</i>	University of Detroit Mercy, Detroit
<i>Missouri</i>	Rockhurst College, Kansas City Saint Louis University, Saint Louis
<i>Nebraska</i>	Creighton University, Omaha
<i>New Jersey</i>	Saint Peter's College, Jersey City
<i>New York</i>	Canisius College, Buffalo Fordham University, New York Le Moyne College, Syracuse
<i>Ohio</i>	John Carroll University, Cleveland The Xavier University, Cincinnati
<i>Pennsylvania</i>	Saint Joseph's University, Philadelphia University of Scranton, Scranton
<i>Washington</i>	Gonzaga University, Spokane Seattle University, Seattle
<i>West Virginia</i>	Wheeling College, Wheeling
<i>Wisconsin</i>	Marquette University, Milwaukee

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

ASSOCIATION OF JESUIT COLLEGES AND UNIVERSITIES
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

