

Magis Core Curriculum Plan

Adopted 2013

Revised 2020

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CHAPTER 1. OVERVIEW

1.1 Preamble

1.1.a Purpose of the Magis Core Curriculum

The Magis Core serves as the cornerstone of Creighton University education, laying a shared foundation for all undergraduate students in order to shape responsible citizens of the global community. In the Jesuit tradition, Magis is “the more”, aspiring toward excellence. As Catholic, the Magis Core provides a framework to challenge students to pursue truth in all forms through the living tradition of the Catholic Church. As Jesuit, the Magis Core is deeply rooted in Ignatian values and the Jesuit intellectual tradition, engaging students through intimate learning communities in critical dialogue about the ultimate questions of life. The components that constitute the Magis Core are intentionally selected to provide a congruous liberal educational experience for all undergraduate students. Students across all colleges and schools interact, challenge ideas, and gain a deeper appreciation for diverse perspectives and experiences, thus promoting a culture of inquiry and mutual respect. A variety of course delivery methods, including distance education, are designed to foster student engagement. The Magis Core promotes students’ ethical reasoning and critical thinking and prepares students to respond to life’s challenges with discerning intelligence and thoughtful reflection. Committed to the inherent worth and dignity of each person, students gain an appreciation of ethnic and cultural diversity in all its forms and develop a commitment to exploration of transcendent values and the promotion of justice.

1.2.b Purpose of the Magis Arts & Sciences Core Curriculum

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

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

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

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

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

1.2 Framework

1.2.a Development of the Magis Core Curriculum

Prior to 2012, Creighton University did not require all of its undergraduate students to complete a common Core Curriculum. Each of the colleges and schools that offered undergraduate degrees, namely, the College of Arts & Sciences, the College of Business Administration, the School of Nursing, the School of Pharmacy & Health Professions, and University College, established its own Core Curriculum requirements for the students enrolled in its undergraduate degree programs. Each of the colleges and schools other than the College of Arts & Sciences would select some components of the College of Arts & Sciences Core Curriculum to serve as requirements of its own Core Curriculum, and this happened to result in a few components of the College of Arts & Sciences Core Curriculum being common to the requirements of all undergraduate degree programs offered by the university. This result was, however, the result of coincidence rather than purposive cooperation.

In Oct. 2010, the College of Arts & Sciences Faculty Senate struck a College of Arts & Sciences Core Curriculum Revision Task Force that included faculty members, administrators, and students of the College of Arts & Sciences as well as one representative each from the College of Business Administration, the School of Nursing, and University College. The charge of this task force was not to develop a common undergraduate Core Curriculum, but to revise the existing College of Arts & Sciences Core Curriculum in a way that would take the needs of students in the other undergraduate colleges and schools into account. In Jan. 2011, university president-designate Rev. Timothy Lannon, S.J., met with Dean of Arts & Sciences and the co-chairs of the College of Arts & Sciences Core Curriculum Revision Task Force and encouraged them to consider the possibility of collaborating with the other undergraduate colleges and schools to define and win approval for a true common undergraduate Core Curriculum that would help define the undergraduate educational mission of Creighton University.

The College of Arts & Sciences Faculty Senate approved a set of College of Arts & Sciences Core Curriculum learning objectives in Oct. 2011. In Nov. 2011, the Dean of Arts & Sciences, the Dean of Business Administration, and the Dean of Nursing charged a subcommittee of the College of Arts & Sciences Core Curriculum Revision Task Force including representatives of the College of Arts & Sciences, the College of Business Administration, and the School of Nursing to identify a subset of the College of Arts & Sciences Core Curriculum learning objectives that could form the basis for a common undergraduate Core Curriculum. The proposed Undergraduate Core Curriculum learning objectives were reviewed by the business administration faculty and the School of Nursing Curriculum Committee during Spring Semester 2012. The Dean of Arts & Sciences, the Dean of Business Administration, the Dean of Nursing, the Dean of Pharmacy & Health Professions, and the Dean of University College then struck a Common Undergraduate Core Curriculum Task Force in Sept. 2012 and charged it to develop a plan for a new Undergraduate Core Curriculum that would be based on the plan for the revised College of Arts & Sciences Core Curriculum and that would deliver the proposed Undergraduate Core Curriculum Learning

Objectives. The College of Arts & Sciences Faculty Senate reviewed and approved the plan for the Magis Arts & Sciences Core Curriculum (on which the present plan is based) in Apr. 2013. The Common Undergraduate Core Curriculum Task Force subsequently proposed the plan for the Magis Core Curriculum for review and approval by the relevant governing bodies of the College of Business Administration, the School of Nursing, the School of Pharmacy & Health Professions, and University College in Apr. 2013.

1.2.b Three-Tier Structure of the Magis Core Curriculum

In designing this new Core Curriculum, we have kept the broad principles of Jesuit education outlined in the preamble to this plan always in view. We have also kept in view the needs of students, asking what specifically they need by the time of their graduation, that is, what skills, what knowledge, and what values. At every level we have sought a careful balance, on the one hand, providing students the essentials -- knowledge, skills, and values -- and, on the other, providing a measure of freedom and flexibility so that student may explore widely. In constructing this Core Curriculum, we have plotted out a three-tier pathway: foundations, explorations, and integrations.

Level I: Foundations.

The foundations are laid in the first year of study. We expect that students will normally complete the following six components (15 hours) during the first two years of undergraduate study, and that almost all will normally be completed within the first year:

- Contemporary Composition (3 hours)
- Critical Issues in Human Inquiry (3 hours)
- Oral Communication (1 hour)
- Mathematical Reasoning (2 hours)
- Philosophical Ideas (3 hours)
- The Christian Tradition (3 hours)

These components are foundational in several ways. First, they ensure that students have *foundational skills* in self-expression, that is, in writing and in speaking. Central to Jesuit education from the beginning has been the goal of *eloquentia* – that students possess skills of self-expression that are foundational to becoming a leader. These writing and speaking skills are, of course, fundamental to their later education and will be continued to be refined as their education continues. Second, students are introduced to three domains of critical thinking that have, from the beginning of the Jesuit educational tradition, been seen as *foundational*: (a) thinking critically about human experience through the study of history and literature; (b) thinking critically about religion; and (c) thinking critically about thinking itself. These, too, will continue to be expanded and refined as their education continues.

Level II: Explorations.

The life of the mind requires exploring, and at this level, students are asked to begin exploring widely. The genius of the university is its wide-ranging and enormously sophisticated array of disciplines. In this phase of study, students begin to explore that array, its vast and varied approaches to the profound

reaches of human knowledge. This “Explorations” level of the Magis Core Curriculum has six components (17 hours):

- Ethics (3 hours)
- Fine Arts – required of College of Arts & Sciences students only (3 hours)
- Foreign Language – required of College of Arts & Sciences students only (4 hours)
- Global Perspectives in History (3 hours)
- Literature (3 hours)
- The Biblical Tradition (3 hours)
- Understanding Natural Science (2 hours)
- Understanding Social Science (3 hours)

We recognize that students will often take introductory courses to satisfy these components of the Magis Core Curriculum. So, in some sense, these components, too, are foundational to students’ explorations of these disciplines. But here the concern is exploring and savoring the breadth of human knowledge and experience. All students have certain intellectual strengths that feel natural to them. All too often, students can be reluctant to explore more widely, to move outside their comfort zones. This level of exploration will push students to discover new domains and to uncover their own often hidden capabilities. Each of these domains has been central to the Jesuit tradition of the liberal arts and sciences in varied ways through the centuries. Each is central to being a liberally educated person in the contemporary world. We expect that most of these components will be completed during students’ second and third years.

Level III. Integration.

As students approach completion of their undergraduate education, they need to begin to integrate what they have learned about themselves and their world. At this stage of undergraduate study, students’ programs of study will have diverged into various specialized fields of study in the various colleges and schools of the university. Different forms of integrative study will be appropriate depending upon whether a student is enrolled in the College of Arts & Sciences, the College of Business Administration, the School of Nursing, or the College of Professional Studies. Nonetheless, students need to engage in a crucial, culminating engagement with the Ignatian values that form the heart of the university, in one component (3 hours):

- Doing Natural Science – required of College of Arts & Sciences students only (4 hours)
- Doing Social Science – required of College of Arts & Sciences students only (3 hours)
- Intersections (3 hours)
- Ultimate Questions – required of College of Arts & Sciences students only (3 hours)

These components integrate previous learning in several ways. “Doing Natural Science” and “Doing Social Science” build on previous components, but press students to advance to the next level by turning from *understanding* to *doing*. These domains focus – respectively – on the natural world and on the social dimension of the human person. The two other components press students to integrate their learning in other ways. “Intersections” helps students see, quite concretely, how the individual disciplines they have studied intersect – how, by integrating disciplines in new ways, new insights

become possible. This component also requires students to wrestle with the question of how these disciplines can speak to issues of social justice in the context of a diverse society. “Ultimate Questions” asks student to grapple with some of the deepest and most mysterious dimensions of human experience, such as the nature of God and the ultimate destiny of the human person. We recognize that no Jesuit education in the liberal arts and sciences is complete without such integration and without such a sustained grappling with these ultimate realities. We expect that most students will complete these components during their third or fourth year of study

1.2.c Magis Core Curriculum Requirements (13 components, 5 designated courses, 35 hours for all students; 4 additional components, 17 additional hours for College of Arts & Sciences students only)

The following table displays the requirements of the Magis Core Curriculum along with the learning objectives that the requirements are designed to fulfill. For instance, learning objective 2.R.1 is the first learning objective that supports University Learning Outcome 2 at the Reinforcement level. For a complete list of the learning objectives of the Magis Core Curriculum and the University Learning Outcomes that they support, please consult Section 4.1 of this plan.

Foundations	
Contemporary Composition: 3 credit hours	
4.I.1	Students will demonstrate an understanding of the processes for writing a well-structured and supported argument.
4.R.2	Students will find, evaluate, and use evidence to write effectively.
2.I.2	Students will construct and effectively craft well-structured and supported arguments in writing.
Critical Issues in Human Inquiry: 3 credit hours	
2.I.1	Students will demonstrate the basic skills of information literacy, including critically evaluating information from sources and appropriately using and citing information.
3E.I.1	Students will explain the concepts of “service”, “social justice”, and “human dignity” as they are understood within the Catholic and Jesuit traditions, and how they are influenced by systems of social differentiation and by relative power and privilege.
4.I.2	Students will effectively deliver a formal oral extemporaneous presentation of at least 5 minutes in length that is appropriate for a specific audience, in terms of content, organization, and delivery.
6.R.1	Students will identify their own social locations and conditions and analyze a controversial issue by discussing their own values and perspectives and those of an unfamiliar community.
6.R.2	Students will evaluate and critique the way systems of relative power and privilege are reinforced.

Mathematical Reasoning: 2 credit hours	
2.R.2	Students will present and interpret quantitative information mathematically and graphically.
4.P.2 (m)	Students will effectively use ... mathematical ... language appropriate to the audience, occasion, and context.
Oral Communication : 1 credit hour	
4.R.1	Students will research, choose, and use appropriate technologies to communicate effectively.
2.I.1	Students will demonstrate the basic skills of information literacy, including critically evaluating information from sources and appropriately using and citing information.
2.I.2	Students will describe basic components of an argument and recognize some common fallacies of arguments and misrepresentations of facts.
Philosophical Ideas: 3 credit hours	
3B.I.1	Students will identify and define the theories and concepts that philosophers of the Western tradition have used to attempt to grasp the truth about the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life.
3B.R.1	Students will analyze and evaluate arguments and concepts of philosophers of the Western tradition that attempt to grasp the truth about the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life.
3B.I.2	Students will formulate and defend conclusions of their own about at least one of the following topics: the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life.
The Christian Tradition: 3 credit hours	
3A.I.1	Students will identify and/or discuss the fundamental teachings, history, and practices of Christianity.
3A.I.2	Students will identify and/or discuss the <i>distinctive</i> teachings, history, and practices of Catholicism.
3A.I.3	Students will identify and/or describe the key elements of the Jesuit theological tradition, including its historical foundation, its spirituality, and its social engagement.
3A.I.4	Students will identify and/or discuss particular challenges facing Christianity (in general) and the Catholic Church (more specifically) in the contemporary world, including but not limited to the ecological crisis.
Explorations	
Ethics: 3 credit hours	
5.I.1	Students will identify and define key terms, concepts, principles, and critiques of moral theories, including consequentialism, deontology, and virtue theory.
5.R.1	Students will analyze and evaluate fundamental theories about the sources of moral obligation, moral virtue, justice, wisdom, and a good human life.
5.R.2	Students will apply fundamental moral theories to complex practical situations.
5.R.3	Students will evaluate critically their own ethical presuppositions and commitments in light of fundamental moral theories.

Fine Arts (College of Arts & Sciences only): 3 credit hours	
4.I.3	Students will construct and effectively deliver aesthetically sound forms of artistic expression.
3C.I.1	Students will identify the leading genres and analyze the compositional elements within a given form of artistic expression.
3C.R.5	Students will evaluate a form of artistic expression analytically and critically.
Foreign Language (College of Arts & Sciences only): 3 credit hours	
4.I.4	Students will demonstrate basic competence in communicating in a language that is not their first language.
Global Perspectives in History: 3 credit hours	
3C.R.3	Students will identify and evaluate the relative significance of a variety of historical developments in shaping human societies and cultures, using key components of historical analysis, such as periodization, assessment of agency, or contingency.
3C.R.4	Students will form persuasive, evidence-based historical arguments that explain how certain key historical developments change over time and significantly shape human societies and cultures.
Literature: 3 credit hours	
3C.R.1	Students will identify, interpret, and analyze individual and/or social and cultural dimensions of human experiences as represented in literary texts.
3C.R.2	Students will evaluate visions of the human experience in individual, social, and cultural aspects, as expressed by one or more contextually significant literary texts.
The Biblical Tradition: 3 credit hours	
3A.R.1	Students will demonstrate familiarity with select portions of the Bible.
3A.R.2	Students will situate biblical texts within their original socio-historical contexts.
3A.R.3	Students will identify or describe how the Bible was composed and transmitted.
3A.R.4	Students will interpret biblical texts using various critical methodologies.
Understanding Natural Science: 2 credit hours	
2.I.4	Students will demonstrate an understanding of the nature of science and the scientific method.
3D.I.1	Students will identify the fundamental principles and concepts of at least one area of the natural sciences.
3D.I.4	Students will effectively evaluate natural scientific claims.
Understanding Social Science: 3 credit hours	
2.I.3	Students will demonstrate an understanding of the nature of at least one social science and its methods.
3D.I.2	Students will identify the fundamental concepts, analytical methods, and unifying theories in at least one area of the social sciences.
3D.I.3	Students will effectively evaluate social scientific claims.

Integration

Doing Natural Science (College of Arts & Sciences only): 4 credit hours

- 3D.R.3 Students will carry out a natural scientific inquiry (individually or collaboratively) and communicate its essential elements.
- 3D.R.4 Students will generate a scientific hypothesis and design an investigation to examine or test the hypothesis.

Doing Social Science (College of Arts & Sciences only): 3 credit hours

- 3D.R.5 Students will perform some mode of social scientific inquiry (individually or collaboratively) and communicate its essential elements.
- 3D.P.1 Students will generate a social scientific research question and design an investigation to examine the question.
- 3D.P.2 Students will identify the limitations of a particular social scientific method.

Intersections: 3 credit hours

- 2.P.1 Students will become engaged in a problem, explore its complexity through critical reading and research, analyze and evaluate alternative solutions, and justify a chosen solution with a reasoned argument.
- 3E.I.2 Students will describe personal involvement in work related to service and/or advocacy for social justice.
- 3E.P.1 Students will integrate learning from various disciplines and experiences to articulate their vision of justice, of serving the common good, and of working as agents of social justice as community leaders and global citizens.
- 3E.P.2 Students will apply analytical tools, content knowledge, and ethical principles to contextualize social conditions, evaluate the consequences of injustices, and identify opportunities to promote social justice.

Ultimate Questions (College of Arts & Sciences only): 3 credit hours

- 3AB.P.1 Students will formulate and defend their own reasoned and integrated conclusions concerning the relationship of human persons to God and the search for truth in light of either philosophical reason or systematic theology or both.
- 3AB.P.2 Students will analyze and evaluate, in a systematic way, concepts and arguments concerning the relationship of human persons to God, ultimate reality, and the search for truth, drawing on historical and contemporary resources from either philosophy or theology, engaging the Jesuit, Catholic intellectual tradition.
- 3AB.P.3 Students will express a complex and critical understanding of answers to ultimate questions and religious faith in the context of their own experience.

Designated Courses

Designated Ethics

- 5.P.1 Students will distinguish the morally relevant features of complex practical situations in the context of a chosen academic discipline, profession, or sphere of ethical responsibility.
- 5.P.2 Students will apply fundamental moral theories and principles, such as consequentialism, deontology, and/or virtue theory, in a chosen academic discipline, profession, or sphere of ethical responsibility.
- 5.P.3 Students will critically evaluate the relationship between their ethical presuppositions, their responsibilities to society, and the values of their chosen academic discipline, profession, or sphere of ethical responsibility.

Designated Oral Communication

- 4.P.1 Students will effectively design a formal oral presentation appropriate for a specific disciplinary audience, e.g. topic, purpose, supporting material, organization, and language.
- 4.P.2 (o) Students will effectively deliver a formal oral presentation appropriate for a specific disciplinary audience, e.g. vocal variety, articulation, and physical behaviors.

Designated Statistical Reasoning

- 2.R.3 Students will draw qualified conclusions and discuss meaningful interpretations from their statistical analysis of quantitative information
- 3D.R.1 Students will correctly produce discipline-appropriate graphical representation of quantitative information.
- 3D.R.2 Students will correctly perform discipline-appropriate statistical analysis to evaluate quantitative information.

Designated Technology

- 2.R.1 Students will use computers and/or related technology effectively for three of the following: research/creative production, analysis, communication, or collaborative work as appropriate for their discipline.
- 2.P.2 Students will recognize that technology and the digitization of knowledge are powerful tools and will identify potential dangers concerning reliability, privacy, security, and/or equity.

Designated Written Communication

- 4.R.3 Students will review their own work critically, employing creative thinking and problem solving in the process of revision and editing.
- 4.P.1 Students will demonstrate quality writing appropriate for a specific disciplinary audience.

1.3 Oversight

Oversight of the Magis Core Curriculum will be the responsibility of the Director of the Magis Core Curriculum and the Magis Core Curriculum Committee, which will report to the University Provost. The purpose of the Magis Core Curriculum Committee is to maintain ongoing evaluation and assessment of the Magis Core and the Magis CCAS Core Curriculums. These duties include evaluation of the learning objectives appropriate to the Core Curriculum, decisions about courses appropriate to the Core Curriculum, and assessment of the learning objectives. The committee will make reports and recommendations to the Provost concerning these learning objectives, courses, and assessment.

The Magis Core Curriculum Committee will have faculty representation from each college and school that offers undergraduate degree programs. The committee will have seven faculty members from the College of Arts & Sciences, one from each of the four divisions and three at-large members; two faculty members from the Heider College of Business; two faculty members from the School of Nursing, and one faculty member from the College of Professional Studies. In addition, the Timms Endowed Professor, Director of the Magis Core Curriculum, will be a member of the Committee, *ex officio*.

The members of the committee will be appointed by the Provost based on recommendations made by the Deans of the colleges or elections held by the relevant colleges. Members will serve staggered three year terms. All members shall be voting members. The committee will elect a chair each year from its faculty membership.

The committee shall meet at least once per semester on the call of the Provost, the Director of the Magis Core Curriculum, or the chair of the Magis Core Curriculum Committee.

The committee will (1) review proposed changes in learning objectives for the Magis Core Curriculum; a sub-committee of CCAS faculty will form as needed to review proposed changes in learning objectives for components that fulfill components unique to the CCAS Magis Core Curriculum. The Magis Core Curriculum Committee will (2) review proposed courses to be included in the Magis Core Curriculum; a sub-committee of CCAS faculty will form as needed to review courses that fulfill components unique to the CCAS Magis Core Curriculum. The Magis Core Curriculum Committee will (3) formulate and be responsible for enacting an assessment plan for the Magis Core Curriculum, examine assessment results, and issue an annual assessment report for the Magis Core Curriculum. A sub-committee of CCAS faculty will form as needed to formulate and enact assessment plans for components unique to the CCAS Magis Core Curriculum. The Magis Core Curriculum will also (4) develop guidelines for colleges and schools to use in determining what courses taken elsewhere should count as satisfying specific requirements of the Magis Core Curriculum (see Subsection 1.5.a). Based on these reviews and examinations, the committee will make recommendations to the Provost concerning these matters.

1.4 Assessment Plan

1.4.a Assessment and the Mission of Jesuit Higher Education.

The Magis Core Curriculum is designed to help students fulfill specific learning objectives. This approach builds upon a long-standing tradition in Jesuit education. Ignatius of Loyola and the earliest Jesuits received their education at the University of Paris and in the course of their curriculum mastered what was known as *modus parisiensis*, or “Parisian style,” with its penchant for orderly, step-by-step learning, so as to break the vast and many-sided enterprise of education into smaller, more achievable and more measurable steps. When the Jesuits founded their own schools in the 1540s, they transformed the great humanist curriculum of Renaissance Italy by introducing this *modus parisiensis* as a way that students could successfully master their educational goals. This penchant for order and articulated, measurable goals gave rise to the most famous document in the Jesuit educational tradition, the *Ratio Studiorum*, or “Order of Studies.”

This new core seeks to establish, in a sense, a new *ratio studiorum*, a new orderly sequence of learning objectives for the undergraduate curricula of the colleges and schools of Creighton University. It gives it structure to the learning of students and provides a mechanism for accountability of the teaching of faculty members. Each component within the Magis Core Curriculum will fulfill (on average) three to four learning objectives. This ensures that by the time our students have completed the Magis Core Curriculum, they will have all been asked to grapple with all of the essentials of a Jesuit liberal education – except for those uniquely achieved within the students’ major programs of study. The learning objectives of the Magis Core Curriculum allow us to demonstrate both to ourselves and to others that we are delivering the education that we claim to offer our students. This is certainly important for our ongoing accreditation by external agencies such as the Association to Advance Collegiate Schools of Business, the Commission on Collegiate Nursing Education, and the Higher Learning Commission. It insures, in other words, that we can demonstrate to a broader public that we are fulfilling our educational mission. It also allows us to measure our successes, to see where we are strong and where we need improvement, and to diagnose precisely where we need to make improvements in what we teach and what we demand of students.

1.4.b The Nature and Purpose of Assessment.

Creighton University has adopted six learning outcomes that each graduate of the university is meant to fulfill:

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

The Magis Core Curriculum is designed to enable a student who successfully completes both the Core Curriculum and the requirements of one of the undergraduate degree programs offered by one of the colleges and schools of the university to fulfill each of these six learning outcomes. Specifically, courses that satisfy Magis Core Curriculum requirements will enable students to fulfill University Learning Outcomes 2 through 6, while the requirements of students' specific undergraduate degree programs will enable them to fulfill University Learning Outcome 1.

Responsibility for helping students to fulfill these University Learning Outcomes is divided among the various requirements of the Magis Core Curriculum. Each Core Curriculum requirement is assigned to help students fulfill one or more learning objectives of the Magis Core Curriculum. Each of these learning objectives supports one or more of the six University Learning Outcomes by introducing, reinforcing, or establishing proficiency in the outcome in question. If the University Learning Outcomes express the promise of the university to its students about what the students can expect to learn during their programs of study, then the learning objectives of the Magis Core Curriculum express the detailed plan of the university about how to help its undergraduate students to progress step-by-step toward fulfillment of each University Learning Outcome.

The assessment of student learning is the practice of gathering and analyzing evidence about how well students are fulfilling certain learning objectives as the result of a certain learning experience, such as taking an individual course or completing a program of study. The university faculty assesses student learning in the Magis Core Curriculum in order to determine whether it is keeping its educational promises to its students. Assessment is often confused with evaluation of student learning. Assessment examines student work in order to determine how effective a course or a program of study has been in helping students to fulfill certain learning objectives or learning outcomes. Evaluation examines student work in order to determine how fully a student has met the performance standards established by a course or a program of study. Assessment focuses on the performance of a course or program of study, whereas evaluation focuses on the performance of a student. The two are closely related, but distinct.

The university faculty assesses student learning in the Magis Core Curriculum with respect to the Core Curriculum learning objectives for two main reasons. First, the faculty seeks to discover what students are learning in the Magis Core Curriculum and to communicate what they discover to current students and faculty members of the college, prospective students and their parents, potential donors to the university, university administrators, the board of trustees, and the accrediting agencies that periodically review the performance of the university. Second, the faculty seeks to improve student learning in the Magis Core Curriculum by ongoing revision of the Core Curriculum requirements, the Core Curriculum learning objectives, and the courses that satisfy specific Core Curriculum requirements. The faculty seeks to achieve these goals through two different types of assessment activity, namely, course assessment of each course that satisfies a Magis Core Curriculum requirement and program assessment of the Magis Core Curriculum taken as a whole. These two types of assessment will be discussed in turn.

1.4.c Course Assessment.

Course assessment is the process by which each university faculty member who teaches a course that fulfills a specific Core Curriculum requirement seeks out and analyzes evidence about the success of the course in question in fulfilling each of the Magis Core Curriculum learning objectives assigned to the Core Curriculum requirement in question. The faculty member's analysis of the evidence is intended to enable the faculty member to close the assessment loop by revising the course in question in order to make it more effective in helping students to fulfill the Core Curriculum learning objectives assigned to the Core Curriculum requirement in question.

Each application to allow a certain course to satisfy a specific Magis Core Curriculum requirement must include a detailed assessment plan that clearly identifies the following:

1. The Core Curriculum learning objectives assigned to the Magis Core Curriculum requirement in question.
2. The student assignments that the instructor will use to measure the extent to which each student has fulfilled each Core Curriculum learning objective.
3. The rows of the relevant Core Curriculum assessment rubrics that the instructor will use to assess student learning in the course with respect to each Core Curriculum learning objective (see Section 4.2).
4. Specific ways in which the instructor may use the analysis of the assessment data to close the assessment loop by revising the course in question.

Instructors who teach the course in question are responsible to ensure that the course addresses the assigned Core Curriculum learning objectives, to collect and analyze evidence of student learning with respect to each of the learning objectives, and to revise the course as needed in light of the analysis of the assessment data. The means by which instructors are held accountable to fulfill this responsibility are outlined in Section 1.5, below.

1.4.d Program Assessment

Program assessment is the process by which the university faculty seeks out and analyzes evidence about the success of the Magis Core Curriculum as a whole and its several individual requirements in helping the students of the college to fulfill each of the Magis Core Curriculum learning objectives and ultimately each of the University Learning Outcomes. The analysis of the evidence by the university faculty is intended to enable the faculty to improve the Magis Core Curriculum as a whole by revising one or more of its requirements, revising one or more of its learning objectives, or requesting further, targeted assessment of one or more of its requirements.

Program assessment of the Magis Core Curriculum as a whole is a large task requiring the cooperation of many parties. First, instructors of courses that satisfy specific Core Curriculum requirements are responsible to identify in their Core Curriculum course approval applications and their course syllabi exactly which student assignments are intended to measure which Core Curriculum learning objectives. The instructors are also responsible to ensure that students in the courses that satisfy specific Core

Curriculum requirements submit these assignments through the learning management system (e.g., BlueLine) so that the assignments will be available to the university faculty for assessment purposes.

Second, members of the university faculty will participate in a one-day assessment session at the end of each academic year in May. The faculty members in question will learn to apply the Core Curriculum assessment rubrics and will use the rubrics to assess student learning in the Magis Core Curriculum with respect to specific Core Curriculum learning objectives (see Section 4.2).

Third, oversight of the program assessment of the Magis Curriculum will be exercised by the Magis Core Curriculum Committee. The Magis Core Curriculum Committee will be responsible for the collection and analysis of evidence of student learning in each component of the Magis Core Curriculum gathered by the university faculty in the one-day assessment session, and for making recommendations to the Provost about the revision and further assessment of the Magis Core Curriculum on that basis.

Program assessment of the Magis Core Curriculum as a whole has been conducted in three phases. First, a pilot assessment project in 2014 tested the Core Curriculum assessment rubrics by applying them to a very small sample of student assignments drawn from pilot offerings of courses designed to satisfy requirements of the new Magis Core Curriculum when it was implemented in 2014-2015. Based on the results, the Magis Core Curriculum Committee recommended changes to the Core Curriculum assessment rubrics as needed.

Second, the Magis Core Curriculum Committee conducted baseline assessment of the new Magis Core Curriculum during 2015-2019 by applying the Core Curriculum assessment rubrics to a small sample of student assignments drawn from across the entire Magis Core Curriculum. Based on the results, the Magis Core Curriculum Committee made recommendations to the Provost about the revision of specific Magis Core Curriculum components, revision of specific Magis Core Curriculum learning objectives, and revision of Magis Core Curriculum assessment rubrics that are reflected in this revised version of the Magis Core Curriculum Plan.

Third, the Magis Core Curriculum Committee will conduct focused assessment of the new Magis Core Curriculum beginning in 2019 and continuing indefinitely by applying the Core Curriculum assessment rubrics to a larger sample of student assignments drawn from Core Curriculum requirements that address Core Curriculum learning objectives that support either of two University Learning Outcomes that have been selected as priorities for focused program assessment in the year in question. Based on the results, the Magis Core Curriculum Committee may make recommendations to the Provost about the revision of specific Core Curriculum components, revision of specific Core Curriculum learning objectives, and targeted assessment of specific Core Curriculum requirements or courses.

1.4.e Assessment Standards.

The assessment rubrics that will be used to assess student learning in the Magis Core Curriculum with respect to the Core Curriculum learning objectives are based on the Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics developed by the Association of American Colleges & Universities (http://www.aacu.org/VALUE/rubrics/index_p.cfm). The VALUE rubrics were developed collaboratively by professors from colleges and universities across the United States. They have been widely tested and validated in a variety of different higher educational institutions. The method of adapting and employing the VALUE rubrics described in this plan was developed by members of the College of Arts & Sciences Core Curriculum Revision Task Force with the help of the faculty of the AAC&U Institute on General Education & Assessment held in Ellicott City, MD, in Jun. 2012.

1.5 Course Approval and Review

1.5.a Course Approval

Applications to allow a certain course to satisfy a specific Magis Core Curriculum requirement will be evaluated by the Magis Core Curriculum Committee. The Magis Core Curriculum Committee is expected to work collegially and collaboratively with the faculty members who propose courses for inclusion in the Magis Core Curriculum in order to help the course proposals win approval in a timely fashion. To this end, it is the responsibility of the Magis Core Curriculum Committee to establish clear, easily followed procedures for proposing courses for inclusion in the Magis Core Curriculum; to publicize these procedures well and update them as necessary; and to take all steps necessary to review and approve course proposals expeditiously.

Course approval applications must address each of the following concerns:

1. How the course fits the description of the Magis Core Curriculum requirement in question, including course prerequisites, if any;
2. How the course supports the aspect of the Jesuit and Catholic educational mission of the university that is described in the rationale for the Magis Core Curriculum requirement in question;
3. How the course addresses the Core Curriculum learning objectives assigned to the Magis Core Curriculum requirement in question;
4. Which course assignments are designed to measure the extent to which students have fulfilled the Core Curriculum learning objectives assigned to the Magis Core Curriculum requirement in question;
5. How the instructors plan to analyze evidence of student learning in the course assignments with respect to the assigned Core Curriculum learning objectives; and
6. How the instructors might close the assessment loop by revising the course in light of their analysis of the assessment data.

Some of these steps – especially those that concern mission and assessment – require faculty members to think about course proposals in new ways. The Magis Core Curriculum Committee, therefore, will provide resources and models to help faculty members develop their proposals. If the committee approves the proposal to permit a certain course to satisfy a certain requirement of the Magis Core Curriculum, then the instructors of the course will have five years or four offerings of the course, whichever comes first, to collect and analyze evidence of student learning in the course and to close the assessment loop by revising the course in question as needed, according to the assessment plan expressed in the original course proposal. If the committee finds the proposal inadequate in some way, then committee members will be proactive in working with the faculty members collegially and collaboratively in order to help them improve the proposal. The committee is certainly responsible to pinpoint areas in which the proposal needs improvement, but it is also responsible to encourage faculty members by suggesting models and resources to help bring the proposal along.

Students may satisfy requirements of the Magis Core Curriculum by taking courses elsewhere, including courses offered by other accredited colleges and universities, Advanced Placement courses, and International

Baccalaureate courses, subject to the limitations specified by the relevant policies outlined in the Creighton University Undergraduate Catalog. In evaluating courses accepted for transfer credit to determine whether they satisfy specific Magis Core Curriculum requirements, the colleges and schools that offer undergraduate programs shall make their determinations based on whether the courses satisfy the relevant Core Curriculum learning objectives rather than on the basis of whether the courses are identical with specific Creighton University courses that satisfy the requirements in question.

1.5.b Course Review

Five years after a course has been approved to fulfill a requirement of the Magis Core Curriculum, members of the college faculty may apply to the Magis Core Curriculum Committee to renew the status of the course as satisfying the Magis Core Curriculum requirement in question. In the case of courses that may be offered in multiple sections in the same semester, it is the course that is being reviewed, not the sections or the instructors of the sections. The faculty members who are replying to renew the Magis Core Curriculum status of a course are responsible to show the Magis Core Curriculum Committee that:

1. they have offered the course in a way that conforms to the description of the Magis Core Curriculum requirement in question and supports the Jesuit and Catholic educational mission of the college in the way required; and
2. they have collected and analyzed evidence of student learning with respect to the assigned Core Curriculum learning objectives and the analysis has been used to revise the course in question as needed.

In reviewing applications for renewals of course approval, the Magis Core Curriculum Committee should aim to collaborate with their fellow faculty members in order to help the courses in question achieve the goals of the Magis Core Curriculum Committee as fully as possible. If the review of an application for renewal of course approval raises concerns for the committee, the committee should work with the applicants to address their concerns in a collegial spirit. Assuming that the committee is satisfied that the course continues to fulfill the requirement in question and that course assessment has been conducted satisfactorily and the instructors have closed the assessment loop, then the committee shall renew the Core Curriculum status of the course in question for an additional five years. In the unfortunate case where the review raises questions that cannot be addressed adequately by working cooperatively with the applicants, then the committee may place the course on a one-year probationary Core Curriculum status to give the applicants more time to collect and analyze evidence of student learning and to revise the course in question as needed.

Before the expiration of the one-year probationary status period, members of the university faculty may apply to renew the status of the course as satisfying a specific Core Curriculum requirement on the basis that evidence of student learning has been collected and analyzed and the analysis has been used to revise the course in question as needed. Assuming that the relevant committee is satisfied that the course continues to fulfill the requirement in question and that course assessment has been conducted satisfactorily and the instructors have closed the assessment loop, then the committee shall renew the Core Curriculum status of the course in question for an additional five years. If the review of an

application for renewal of course approval raises concerns for the committee, the committee should work with the applicants to address their concerns in a collegial spirit. In the unfortunate case where the review raises questions that cannot be addressed adequately by working cooperatively with the applicants, then the relevant committee shall withdraw the Core Curriculum status from the course in question.

At the end of each five-year approval period, university faculty members must apply for renewal of the Core Curriculum status of the course in question by showing that the course continues to fit the description and rationale of the Magis Core Curriculum requirement in question and that they have closed the assessment loop during the period in question. In this way, faculty members are responsible to improve their Core Curriculum course offerings continually on the basis of assessment evidence. Reciprocally, the Magis Core Curriculum Committee is responsible to work collegially and collaboratively with the faculty members in order to help them fulfill this responsibility.

CHAPTER 2. COMPONENTS.

2.1 Introduction

A component is the basic element of the Magis Core Curriculum. Normally a student may fulfill a component of the Core Curriculum by completing any of several courses that have been approved by the Magis Core Curriculum Committee as fulfilling the component in question. For more details about the course approval process, see Section 1.5. Each of the thirteen components of the Magis Core Curriculum is described in this chapter. The entry for each of the Core Curriculum components contains the following elements:

1. A title and detailed description of the component in question, including any prerequisites that students must complete in preparation for completing the component in question (apart from any course-specific prerequisites that may apply to some courses that satisfy the component, but not to others);
2. A list of Core Curriculum learning objectives addressed by the component in question;
3. A rationale for addressing the assigned Core Curriculum learning objectives with a Core Curriculum component of this description, including an explanation of how the component in question advances the Jesuit and Catholic educational mission of the university; and
4. A discussion of logistical issues related to the component in question, including which departments of the university faculty will be responsible for teaching courses that fulfill the component.

2.2 Foundations

2.2.a Contemporary Composition (3 hours)

Level: Foundations

Credit: 3 hours

Description: This component introduces students to the essentials of academic writing. While themed around specific topics (see examples below), all courses will present the theory and the practice of rhetoric and composition, teaching students how to construct well-organized and well-supported arguments. Successful academic writing is far more than piecing together correct sentences or finding a single “voice.” It requires that students become skilled rhetoricians – attuned to diverse audiences and capable of writing with clarity of purpose and precision of expression – so that they may effectively communicate their unique contributions to their respective fields. As the meaning of “learning to write” has changed dramatically in the 21st century across the disciplines, this component necessarily instructs students in effective, appropriate, and ethical uses of technology for writing in a digital age. This component will normally be completed in the first year of study. PREREQUISITES: None.

Learning objectives addressed by and assessed in this component:

- 4.I.1 Students will demonstrate an understanding of the processes for writing a well-structured and supported argument.
- 4.R.2 Students will find, evaluate, and use evidence to write effectively.
- 2.I.2 Students will construct and effectively craft well-structured and supported arguments in writing.

Rationale

From its very beginnings, Jesuit education embraced Renaissance humanism and its ideal of *eloquentia perfecta*. The first Jesuits shared with Renaissance humanists the conviction that language is one of the defining characteristics of the human person. The well-educated person, they believed, was one capable of both precision of argument and elegance of self-expression -- talents seen as essential requirements of citizenship and civic leadership. Such skills and aspirations are no less essential in the contemporary world. In line with Creighton University’s commitments to forming liberally educated citizens, this component offers students essential writing skills, preparing them, in the long run, both for their careers and for their role as citizens. More immediately, it provides students the foundation for developing the complex array of skills they will need for upper-division courses: how to evaluate evidence, how to conduct research, how to attune themselves to their audiences, how to write publicly (for the web, for print, etc.), and how to advocate on behalf of a cause or idea. This component will also require instruction in basic information literacy and in citation methods. Finally, it requires the development of skills in searching for and assessing evidence.

Logistics: English faculty generally—and faculty in rhetoric and composition specifically—are specially trained in the best practices of teaching writing at the postsecondary level. The English Department anticipates being able to staff 70% of the required sections (at 23 students per section) with full-time, tenured or tenure-track faculty.

2.2.b Critical Issues in Human Inquiry (3 hours)

Level: Foundations

Credit: 3 Hours

Description: This multi-disciplinary component of the first-year experience would introduce students to significant questions in humanistic scholarship through a high-impact educational experience. Critical Issues in Human Inquiry courses will emphasize critical and creative thinking, written and oral communication, and engagement with diversity and social justice. Topics would encourage more of a seminar format than a traditional lecture and allow for creative pedagogical approaches (including collaborative learning, reflection in the Ignatian tradition, and, where appropriate, service learning). The component would provide an opportunity for first-year students to get beyond the typical survey courses that tend to dominate the early years of college life. This component will normally be completed in the first year of study. CO-REQUISITE: Oral Communication.

Learning objectives addressed by this component:

- 2.I.1 Students will demonstrate the basic skills of information literacy, including critically evaluating information from sources and appropriately using and citing information.
- 3.E.I.1 Students will explain the concepts of “service”, “social justice”, and “human dignity” as they are understood within the Catholic and Jesuit traditions, and how they are influenced by systems of social differentiation and by relative power and privilege.
- 4.I.2 Students will effectively deliver a formal oral extemporaneous presentation of at least 5 minutes in length that is appropriate for a specific audience, in terms of content, organization, and delivery.
- 6.R.1 Students will identify their own social locations and conditions and analyze a controversial issue by discussing their own values and perspectives and those of an unfamiliar community.
- 6.R.2 Students will evaluate and critique the way systems of relative power and privilege are reinforced.

Rationale: The varied classes present students with more choices in determining their path through the core. The component also places the humanities (in addition to theology and philosophy) at the center of the Creighton liberal arts education by instituting a developmental model in conjunction with other humanities requirements and the proposed advanced course in the Integrations unit of the core.

This component attempts to embody the *studia humanitatis*, fashioned by fifteenth century humanists and appropriated by the Jesuits, in its emphasis on history, oratory, drama, and poetry. Through the study of the humanities, the Jesuit education attempts to form the upright person through an examination of the qualities that make us human.

Logistics: This is a multi-disciplinary component that is open to contributions from a wide variety of disciplines. It is expected that the vast majority of the courses in this component will be taught by members of English, History, CANES, Fine and Performing Arts, and Modern Languages and Literatures. Each section of a Critical Issues in Human Inquiry course will be linked with a section of an Oral Communication course (see Subsection 2.2.c)

2.2.c Oral Communication (1 hour)

Level: Foundations

Credit: 1 hour (lab)

Description: Oral Communication is a one credit-hour lab that is associated with the Critical Issues in Human Inquiry component. The Oral Communication component introduces the subject matter of how to give a speech and lays the foundation on which students can then build a speaking competency. The Communication Studies faculty would design a public speaking curriculum in the form of online modules to introduce competence in informative and persuasive speaking. Argument construction (and fallacies), speech organization, verbal and visual support, use of technology, delivery, audience analysis, topic selection, research, information literacy and “eloquentia perfecta” (i.e., eloquence in the “art of the word” as an ideal of Jesuit formation) would all be covered (among other topics). The actual speech(es) would then be delivered in the paired component within the FYE, and that instructor would grade the speech(es) and provide feedback to the student.

Once students have taken this component of the core, they will have continued access to the modules to help reinforce their public speaking skills in courses across their curriculum. In addition, Communication Studies faculty will work with faculty from all areas of the college to create and post modules related to specialized speaking further in students’ undergraduate careers, such as: “Expectations in Delivering a Poster Presentation in the Natural Sciences,” “Expectations in Presenting Social Scientific Work,” “Expectations in Presenting Applied Scholarly Work,” “Expectations for Delivering a Paper in the Humanities,” etc. [And more specific disciplinary modules could be created with departments as well.] This will allow for reinforcement, and ideally mastery, if students have modules/models for speaking with different expectations later in their college and professional careers (something that an introductory public speaking course cannot accomplish). This component will normally be completed in the first year of study. CO-REQUISITE: Critical Issues in Human Inquiry.

Learning objectives addressed by this component:

- 4.R.1 Students will research, choose, and use appropriate technologies to communicate effectively.
- 2.I.1 Students will demonstrate the basic skills of information literacy, including critically evaluating information from sources and appropriately using and citing information.
- 2.I.2 Students will describe basic components of an argument and recognize some common fallacies of arguments and misrepresentations of facts.

Rationale: This component is inspired by the rhetorical tradition and grounded in the Jesuit principle of the “art of the word” as a formative ideal—*eloquentia perfecta* as noted in the *Ratio Studiorum*. In order for students to begin skill building in oral communication and have the capacity to communicate their ideas with propriety, ease, and elegance, they need instruction in this particular area prior to practice. Introducing these concepts in the first year is the best way to provide for ongoing reinforcement in order to achieve proficiency. Additionally, we would meet faculty desires that students have this skill

established to apply throughout their Creighton experience. Pairing these modules with a specific course in the first-year experience, we will efficiently provide consistent course material in a predictable manner, facilitating online delivery. By pairing the each Oral Communication course with a section of a Critical Issues in Human Inquiry course, we would give students the opportunity to delve more deeply into a given topic through an oral communication assignment while providing a more pragmatic speaking experience—thus facilitating their ability to apply these constructs to other contexts.

Given that students will also be taking Contemporary Composition courses in the first year of study, the approach to this component conceptualizes writing and speaking as linked enterprises that utilize similar strategies and analytic approaches to message preparation (i.e., invention, organization and development, structuring, etc.). Concomitantly, the areas of rhetoric and composition and public speaking have distinct bodies of knowledge that change the way an idea is presented (e.g., differences in formality of language); speeches are genuinely different than written prose. Students will practice both facets of *eloquentia perfecta* as they write *and* speak about matters of significance and exigence (critical issues) in the public forum. Such an approach will develop students' capacity for participating in practical civic discourse alongside their communicative capacity.

Logistics: Each one credit-hour online lab section will be taught by existing faculty members in Communication Studies. At one credit-hour, we are confident in our ability to staff this component at 70% T/TT faculty, as the Department has 10 faculty with this expertise, 8 of whom are T/TT. The Oral Communications Lab section would be paired with a Critical Issues in Human Inquiry course. The Communication Studies instructor would be responsible (via online modules that are consistent across all sections) for introducing principles of oral communication, facilitating and evaluating online discussions, delivering and evaluating exams/quizzes over the oral communication material, and offering additional resources (such as assignment development, grading rubrics, etc.) to the primary course instructor.

Since the speeches would be delivered in the Critical Issues in Human Inquiry course, the instructor of that course would be responsible for: developing the specific oral communication assignment relevant to the course material (persuasive speaking is suggested as informative speaking is embedded within moving to persuade), evaluating the speeches, and if desired, adding relevant assignments, information, and activities at their discretion. The Communication Studies faculty recognizes the need for accompanying faculty development related to oral communication with this component, and would staff a Director of Oral Communication to coordinate with instructors as needed on an ongoing basis.

As far as time commitments of an oral communication assignment, based on our experience in COM 152 (where enrollments are 23-24 students), we expect it would take four 50-minute course periods or three 75-minute course periods if students each gave one speech. Given the scheduling demands of oral assignments and online discussions, enrollment should be limited to 24-25 students in the Critical Issues in Human Inquiry course (and its accompanying online lab). There would be up to 21 sections per semester.

2.2.d Mathematical Reasoning (2 hours)

Level: Foundations

Credits: 2-4 hours

Description: The component will consist of one of two alternatives, depending on the background, intended major, and post-graduation goals of the students.

1. Students may complete a first course in calculus, which is required for many science and pre-health science majors. This 4-credit course will be modified somewhat from its existing content to assure the learning objectives will be fulfilled.
2. Students may elect to take the new course "Mathematical Reasoning and Modeling." This 2-credit course will develop the skills in algebra, geometry, and function theory needed to model real world problems and ideas, such as population dynamics, epidemiology, voting models, or resource allocation. It will utilize a small group or recitation style, using project-based learning as a significant part of assessment

Future courses that satisfy the mathematical reasoning component should be: 1) problem-based in that they explicitly discuss real-world applications of mathematics relevant to students in the humanities and/or social sciences and/or natural sciences (depending on the intended audience), 2) contain a focus on communicating mathematically in myriad forms. PREREQUISITES: None.

Learning objectives addressed by this component:

- 2.R.2 Students will present and interpret quantitative information mathematically and graphically.
- 4.P.2 Students will effectively use ... mathematical ... language appropriate to the audience, (m) occasion, and context.

Rationale: Mathematics has been a central discipline within Jesuit education from the very beginning. Jérónimo Nadal, architect of the earliest Jesuit schools, had been trained in mathematics at the University of Paris and had insisted on its place within the first Jesuit curricula. Against vocal philosophical and humanist opponents, Christopher Clavius, a second-generation Jesuit, defended mathematics in his *De studiis mathematicis*, arguing for its indispensable role in the emerging natural sciences and thus for its indispensable role within Jesuit education. Certain pioneers of modern mathematics such as René Descartes were Jesuit-trained.

In the contemporary world, mathematics plays a central role in a sophisticated understanding of the world around us. The ability to formulate and determine the validity of an argument, using both logic and quantitative methods, are central to the liberal arts in general, and the Jesuit tradition in particular. Calculus, for example, represents the mathematical foundation necessary for students to succeed in future study in the natural sciences. In the abstract, students must be able to analyze problems using appropriate mathematical methods, visualize relationships between data, model complex interactions, and estimate and verify answers to mathematical problems. In addition, they need to apply these

concepts to real-world problems from everyday life, such as forming policy decisions from economic models, modeling physical systems, or estimating compound interest on a loan.

Logistics: Science majors and pre-health sciences students would fulfill the component by taking Calculus. Social science and humanities majors would have the option of taking the two-credit Mathematical Reasoning and Modeling course. Since this course would integrate active learning and problem solving, it will be capped at 25 students. However, more sections can be offered since it is a two-credit course (a teaching assignment of 2 sections of the 3 credit MTH 201 would translate into 3 sections of Mathematical Reasoning and Modeling), so there should be no significant logistical problems in staffing these courses.

2.2.e Philosophical Ideas (3 hours)

Level: Foundations

Credit: 3 hours

Description: This three-credit component explores philosophical ideas about the nature of reality, the scope of human knowledge, and the nature of a good human life through the study of primary philosophical texts. Students will study the theories and concepts that philosophers of the Western tradition have used to explore such ideas. The course will culminate in students' developing and defending their own answers to some of the philosophical questions explored in the course. Special emphasis will be placed on the analysis of arguments and the recognition of common fallacies of arguments and misrepresentations of facts. Students will practice their skills of argument analysis and evaluation as they examine the arguments offered by philosophers in support of their answers to perennial questions. This component will normally be completed during the first year of undergraduate study. PREREQUISITES: None.

Learning objectives addressed by this component:

- 3B.I.1 Students will identify and define the theories and concepts that philosophers of the Western tradition have used to attempt to grasp the truth about the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life.
- 3B.R.1 Students will analyze and evaluate arguments and concepts of philosophers of the Western tradition that attempt to grasp the truth about the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life.
- 3B.I.2 Students will formulate and defend conclusions of their own about at least one of the following topics: the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life.

Rationale. While Creighton's education in the liberal arts and sciences shares much with the goals and aspirations of other institutions of higher learning, it also has unique textures and perspectives because of its profound rootedness in the centuries-old Jesuit intellectual tradition. As a Catholic university, Creighton University calls on students to explore philosophical ideas that human beings develop as they reflect on their lives. Beginning to explore philosophical ideas during the first year of undergraduate study will help students to frame their liberal education within the context of such ideas. It will also enable students to acquire skills of argument analysis and evaluation that will enable them to tackle challenging arguments in their subsequent studies in the Core Curriculum and the major program of study.

Students need to begin their philosophical studies with a broad exploration of a variety of fundamental questions of human life. This broad philosophical exploration can serve as the basis for a more focused examination of questions about faith and ultimate reality later on in the Core Curriculum. The

introductory philosophy component is appropriately taught by philosophers who are trained teachers and scholars in the discipline.

Logistics. This is a disciplinary component that would be taught by members of the philosophy faculty.

2.2.f The Christian Tradition (3 hours)

Level: Foundations

Credit: 3 hours

Description: Theology, according to the classic definition of Anselm of Canterbury, is “faith seeking understanding” (*fides quarens intellectum*). This component gives students a first taste of the lively, complex, and often tumultuous ways that Christians have, over the centuries, sought to bring critical reason to the understanding of their faith. It surveys the major teachings, history, practices, and personalities of the Christian tradition; it sets these out within a balanced account of the three principal traditions of contemporary Christianity (Orthodox, Catholic, Protestant). This component provides students not only with a wide-ranging understanding of the history of Christianity, but also aids in their understanding of the broader history of Western civilization. This component will normally be completed in the first year of study. **PREREQUISITES:** None.

Learning objectives addressed by this component:

- 3A.I.1 Students will identify and/or discuss the fundamental teachings, history, and practices of Christianity.
- 3A.I.2 Students will identify and/or discuss the *distinctive* teachings, history, and practices of Catholicism.
- 3A.I.3 Students will identify and/or describe the key elements of the Jesuit theological tradition, including its historical foundation, its spirituality, and its social engagement.
- 3A.I.4 Students will identify and/or discuss particular challenges facing Christianity (in general) and the Catholic Church (more specifically) in the contemporary world, including but not limited to the ecological crisis.

Rationale: As a Jesuit university, Creighton insists that the religious is such an essential dimension of the human person and human culture that no education is complete without a serious engagement with the religious element of human experience. The study of the Christian religion has been a central feature of Jesuit education from its very beginnings. The earliest Jesuits, in their own education at the 16th-century University of Paris, recognized the centrality of bringing critical and systematic reason to the study of the Christian faith and introduced such studies into the curricula of their earliest schools.

This component serves as a port-of-entry into the Western religious experience. At one level, it addresses the acute problem of contemporary religious ‘illiteracy’ by exploring key figures and events in Christian history and by sketching milestones and evolutionary developments in Christian teaching and practice. This course also provides vital background for other disciplines, such as history, literature, and art. At the deeper level, it introduces how one approaches religion with an objectivity, rigor, and freedom of inquiry appropriate to any scholarly study. Theology is among the oldest academic disciplines in Western civilization and has, since the emergence of scholastic theology in the 12th century, been deeply committed to rigorous, fair-minded disputations that examine all sides of any

inquiry. This course teaches students how to approach Christianity ecumenically (examining each tradition with sensitivity and respect) and internationally (recognizing that Christianity must be interpreted within a worldwide and interreligious context).

Logistics: This is a disciplinary component that will be staffed by members of the Theology faculty.

2.3 Explorations

2.3.a Ethics (3 credits)

Level: Explorations

Credit: 3 hours

Description: As a Jesuit university, Creighton University insists on engaging ethically in making ours a better, more just world. It requires students to develop capacities for ethical reasoning in order that they may become men and women for and with others. An essential first step toward this goal is the critical study of various fundamental philosophical or theological theories (such as deontology, teleology, etc.) about the nature and sources of moral obligation, moral virtue, justice, wisdom, and a good human life. Abstract study of moral theories is incomplete, however, in the absence of an effort to use these theories to evaluate critically one's own ethical presuppositions and to form well-reasoned judgments about how to act in complex practical situations. For this reason, the Explorations component in Ethics involves both the study of fundamental moral theories and the use of those theories in complex practical situations. PREREQUISITE: Philosophical Ideas

Learning objectives fulfilled by this component:

- 5.I.1 Students will identify and define key terms, concepts, principles, and critiques of moral theories, including consequentialism, deontology, and virtue theory.
- 5.R.1 Students will analyze and evaluate fundamental theories about the sources of moral obligation, moral virtue, justice, wisdom, and a good human life.
- 5.R.2 Students will apply fundamental moral theories to complex practical situations.
- 5.R.3 Students will evaluate critically their own ethical presuppositions and commitments in light of fundamental moral theories.

Rationale: Students need to begin their undergraduate study of ethics by reflecting critically on fundamental theories that attempt to discern the roots of our most fundamental moral principles and values and on the practical use of these theories. Such an introductory critical reflection on moral theories prepares students for Designated Ethics courses that give them an opportunity to use the theories to discern how to conduct themselves ethically within the context of a given academic discipline or profession. Because this initial exploration of ethics is primarily theoretical in nature, it is appropriately taught by faculty members who are trained moral theorists, namely, moral philosophers and moral theologians. Since students who take Designated Ethics will begin the course with a solid grounding in fundamental moral theories, the courses that fulfill Designated Ethics need not analyze fundamental moral theories, but can focus on their use in the context of specific disciplines or professions. As a result, Designated Ethics could be a wide-open, multidisciplinary requirement that could, in principle, be taught by any member of the college faculty.

Logistics: This is a multidisciplinary component that would be taught by members of the philosophy faculty and the theology faculty.

Note: At least one of the two components by the Theology Department and the Philosophy Department (that is, the “Ethical Foundations” component and this “Ultimate Questions” component) must be taken in Philosophy. This administrative was passed a formal amendment by the Faculty Senate on January 22, 2013, as part of its formal approval of new Core Curriculum framework.

2.3.b Fine Arts – College of Arts & Sciences only (3 hours)

Level: Explorations

Credit: 3 hours

Description: The Fine Arts component will provide students with the opportunity to engage in the arts through creative processes as well as through formal study, as outlined by the multiple learning outcomes included in the component, and to explore non-linear modes of thinking, problem-solving, and expression. These other ways of processing and communicating can be directly beneficial to student's understanding and progress in other disciplines as well. Due to the large number of disciplines, degrees, and types of fine arts courses offered by the Creighton College of Arts & Sciences, the student's progress through this component could take one of three pathways:

Option 1: A 3-credit course.

Option 2: A 1-credit course taken repeatedly over the course of 3 semesters

Option 3: A 2-credit course paired with specific 1-credit hour course.

While located in the Explorations level of the Magis CCAS Core Curriculum framework, this component could be completed at any time during the student's matriculation. PREREQUISITE: None.

Learning objectives addressed by this component:

- 4.I.3 Students will construct and effectively deliver aesthetically sound forms of artistic expression.
- 3C.I.1 Students will identify the leading genres and analyze the compositional elements within a given form of artistic expression.
- 3C.R.5 Students will evaluate a form of artistic expression analytically and critically.

Rationale: As recognized by the Catholic intellectual tradition, the study of fine and performing arts is essential for the complete education of the whole person, in large part because it fosters a search for truth and a respect for the human person. This inclusion of the arts has been accepted since the beginnings of codified learning and civilization, and this component of the Magis CCAS Core Curriculum will feed directly into the mission of the university and the College of Arts and Sciences. The arts and the study thereof are a direct reflection and expression of a person's soul, their place in the world, and their connection to others and to God. Exploration of that expression will further mature our students and continue to prepare them for whatever avenue follows, be it service, academia, the health sciences, business, law, or any other path. Artistic expression and knowledge in our new Core Curriculum will encourage students to develop critical thinking skills and ethical standards of behavior in their preparation for life after Creighton.

Logistics: All of the options above will be taught by full- and part-time faculty, both tenure-track and non-tenure-track, from the Art History, Creative Writing, Dance, Music, Studio Art, and Theater faculties. The 70% threshold for full-time tenure-track faculty will be achieved.

Option 1 has by far the most experiences, and this is mostly in part to most of those classes also counting towards BFA degrees, so their content and credit hour load are more firmly fixed. Option 3 is the most creative, combining the “Actively Creating” and “Studying and Evaluating” objectives in two complementary experiences in one semester for a total 3 credit-hour component. As of right now, though, without drastically altering course loads or offerings, Option 3 is also the smallest. It could easily be expanded with some simple tweaks- i.e., if the department began offering credit for Theatre or Musical Theatre performances.

There are also still some Fine and Performing Arts experiences that are not in these three options, because they aren’t as easily divided among the choices. They have not been included in the most recent total capacity numbers, but with ample time they could be reworked or tweaked to also be included in the Component. They include: Film Music, Basic Television Studio Production, Film and the Fine Arts, Voice Class, Beginning Class Piano, et al.

2.3.c Foreign Language – College of Arts & Sciences only (0-4 hours)

Level: Explorations

Credit: Complete the 112-level course in a language or demonstrate competency by passing an exam at the 112-level course level for a given language.

Description: Students of modern languages are introduced to the essential elements of basic communication in the four language skills (speaking, listening, reading and writing). They are also exposed to cultural information through the target language in order to develop awareness and fundamental understanding of cultural differences. Students of ancient languages focus on reading skills while writing, speaking, and listening skills are developed to a much smaller degree. Cultural and historical information is provided through the readings of the ancient authors. **PREREQUISITE:** None.

Learning objective addressed by this component:

- 4.1.4 Students will demonstrate basic competence in communicating in a language not their first language.

Rationale: The role of the humanities – literature, language, and history – has been an integral part of the Jesuit education since its inception. At the high school level, the Jesuits have considered the humanities the most important part of the student’s education as it offers abiding and universal values for human formation.” (Fr. Michael McMahon)

The learning of modern languages has been a necessary and vital part of the Jesuit formation since its inception. The Jesuits, as missionaries of the Pope, have lived among and served peoples of all nations, learning the native languages in order to minister to their flocks. Of rising importance due to the increasingly globalized nature of today’s world, the study of modern languages provides both practical skills for communicating in a foreign language as well as a broader awareness of and appreciation for cultural and linguistic diversity.

The study of the ancient languages of Greek and Latin has been part of the Jesuit formation since its inception. As Father John W. O’Malley, S.J. notes in, “How Humanistic is the Jesuit Tradition?: From the 1599 Ratio Studiorum to Now, “ “Our terms "Humanism" and "the Humanities" derive from the Italian Renaissance and its promotion of what was called the *studia humanitatis*--which we might freely translate as literature dealing with what it means to be a human being. That literature consisted in the Greek and especially Latin works of poetry, oratory, drama, and history that, when properly taught, were believed to develop an upright, articulate, and socially committed person.” The study of ancient languages fosters awareness and appreciation of cultural diversity and enables students to understand past cultures which, while strikingly different, have greatly influenced our own.

Logistics: These introductory courses are to be staffed by members of the Department of Classical & Near Eastern Studies and the Department of Modern Languages & Literatures.

2.3.d Global Perspectives in History (3 hours)

Level: Explorations

Credit: 3 hours

Description: History is a disciplined inquiry into the past that seeks meaning and significance in diverse patterns of human experience. History is more than simply the study of what happened in the past, however. It is, rather, a way of thinking and a method of discovery that explains who we are and how we arrived here. As an interpretive practice, the study of history requires careful analysis of complex and often incomplete sources, development of a sophisticated understanding of cause-and-effect relationships, and skillful communication of arguments rooted firmly in evidence. Historians learn to approach the past on its own terms, while at the same time recognizing how the questions we ask and the answers we find may evolve over time. The study of history remains as important as ever in a world that is both united by global connections and divided by differences.

Courses in this component will introduce students to the distinctive disciplinary methods of historical inquiry with the intention of guiding them toward the ability to explain how significant historical developments have shaped human societies and cultures. Content will vary in accordance with the instructor's historical training, but the courses that fulfill the component are expected to:

- Offer a broad view of the past that supports an examination of change and continuity over a significant period of time
- Link particular regions with larger chronological and geographical trends in history
- Analyze a combination of relevant thematic concerns such as race, gender, nation, politics, and economy

Pedagogically, these courses will be based on:

- Critical reading, thinking, and writing in the historical tradition
- Analysis of a wide array of primary sources and key secondary literature

PREREQUISITE: Critical Issues in Human Inquiry

Learning Objectives Addressed by this Component:

- 3C.R.3 Students will identify and evaluate the relative significance of a variety of historical developments in shaping human societies and cultures, using key components of historical analysis, such as periodization, assessment of agency, or contingency.
- 3C.R.4 Students will form persuasive, evidence-based historical arguments that explain how certain key historical developments change over time and significantly shape human societies and cultures.

Rationale: The Creighton University mission statement links the development of critical and creative thinking abilities to the larger quest to address the problems of our world with compassion and a sense of justice. History as a discipline offers both the material and the methods of analysis to do this well. The careful study of the past is particularly significant when we consider the challenge of preparing students for critical human and civic engagement in the complex and diverse globalized world of the twenty-first century. Understanding the dynamics of change over time and recognizing where we are in history are essential elements of the context required to work effectively and ethically in the world. This component provides an introduction to these important methods of historical inquiry through study of particular regions and time periods.

Logistics: The history component will be staffed by the Department of History and the Department of Classical and Near Eastern Studies.

2.3.e Literature (3 hours)

Level: Explorations

Credit: 3 hours

Description: Through an in-depth look at a specific period, form or theme in literature, students will examine how imaginative language represents and shapes the richness of what it means to be human. Attention will be paid to the transformative power of the human imagination and the role of the imagination in how we understand and explain our world. **PREREQUISITE:** Critical Issues in Human Inquiry.

Learning objectives addressed by this component:

- 3C.R.1 Students will identify, interpret, and analyze individual and/or social and cultural dimensions of human experiences as represented in literary texts.
- 3C.R.2 Students will evaluate visions of the human experience in individual, social, and cultural aspects, as expressed by one or more contextually significant literary texts.

Rationale: Reading and studying literature “stimulate critical and creative thinking and provide ethical perspectives for dealing with an increasingly complex world” (CCAS Mission & Identity statement). Defined by Coleridge as “the best words in the best order,” literature offers enduring forms of *eloquentia perfecta* to study, analyze, and emulate. Perhaps most important, as a great Catholic writer, the Nobel Prize–winning poet Czeslaw Milosz, once wrote in a poem called “Lecture III,” literature gives readers a chance to experience “Compassion, that ache of imagination,” as they inhabit characters, lives, and cultures both like and unlike their own. Its study contributes “to the balanced formation of the human being” (Fr. Michael Mahon, “The Jesuit Model of Education”).

Logistics: This is a multidisciplinary component. A large number of upper-level literature classes taught by ENG, CANES, MLL (whether in English or other languages) should satisfy this component.

2.3.f The Biblical Tradition (3 hours)

Level: Explorations

Credit: 3 hours

Description: This component introduces students to the Bible, the Old and New Testaments, through the discipline of Biblical Studies. It examines the central narratives of the Bible, but its unique emphasis is on introducing students to the sophisticated historical, social-contextual, and critical methodologies that shape any contemporary interpretation of the Bible. It also, secondarily, introduces students to “reception history” (uses of the Bible in later Western civilization, art, music and literature; trajectories of the way biblical texts came to shape the teachings, structures, and worship of the Christian Church).
PREREQUISITE: The Christian Tradition

Learning objectives addressed by this component:

- 3A.R.1 Students will demonstrate familiarity with select portions of the Bible.
- 3A.R.2 Students will situate biblical texts within their original socio-historical contexts.
- 3A.R.3 Students will identify or describe how the Bible was composed and transmitted.
- 3A.R.4 Students will interpret biblical texts using various critical methodologies.

Rationale: Biblical Studies explores the origin, transmission, and reception of the Bible in its plural role as a foundational pillar of the western (religious *and* secular) worldview and as sacred scripture for the larger Christian community. Biblical Studies emphasizes the critical dimension in reading, writing, and thinking about the biblical tradition.

Given that the Jesuit tradition of Catholic education aims to enable a student to integrate faith and culture, and given that the biblical traditions constitute the core of the Christian tradition, a critical encounter with aspects of that tradition is essential. For the Christian student, study of the Bible with the disciplines and tools of history, comparative literature, linguistics, archeology and doctrinal development facilitates such integration directly. For the non-Christian student, such study of the Jewish and Christian scriptures helps that student in personal integration of faith and culture by way of comparison and contrast with his/her worldview and faith commitment.

This kind of biblical study also reinforces and exemplifies what students learn and do in the other components of the core. Studying ancient texts with the aim of hearing them in their original contexts (literary, historical, cultural, linguistic, and intertextual) enables them to become more capable readers and writers and speakers in their contemporary context. One learns much about one’s own “social location” when one attempts to understand the social location of a person speaking and writing in quite another time, place, and culture.

The narratives, songs, prayers, poems, maxims, exhortations, laments, laws, parodies, dramas, histories, gospels, letters, apocalypses of the Bible provide access to critical issues of human inquiry that are

perennial; if the issues are not identical with ours, they are sufficiently analogous to provoke fresh perspectives on our own experience. For Christians, the Bible is the Word of God in human words.

Since the documents of the Bible comprise the Scriptures of the two billion people who identify themselves as practitioners of the Christian tradition, the Biblical Tradition component obviously enriches what students learn in the Explorations component called Christian Tradition. Further, as the Scriptures of a worldwide religion rooted in the Middle East, knowledge of the biblical traditions clearly supports the goal of fostering in our students an international perspective.

Logistics: This is a disciplinary component that would be staffed by members of the Theology faculty.

2.3.g Understanding Natural Science (2 hours)

Level: Explorations

Credits: 2-3 hours

Description: This introductory science component may be satisfied with one of three alternatives. The path chosen will depend on the background, intended major, and post-graduation goals of the student.

Option 1: Non-science majors and students not pursuing pre-health sciences studies can take discipline specific courses such as PHY 105 Frontiers of Astronomy, CSC 121 Computers and Scientific Thinking, or BIO 149 Human Biology. Students may also select 2-credit interdisciplinary courses that explore the nature of science. In the NSC courses, students will become familiar with the nature of science, the strengths and limitations of the scientific approach, the key role that science plays in modern society, and other issues listed in the Explorations level Learning Objectives (below). The NSC courses are 2-credit courses, consisting of a series of discrete units, involving contributions from faculty of all the natural science departments.

Option 2: For science majors and pre-health sciences students who are qualified to begin the usual two-course introductory course sequence, the first course of such a sequence (CHM 203, BIO 201, PHY 213, etc.) will constitute the "Understanding Natural Science" component. These courses will be modified somewhat from their content in the previous Core Curriculum to assure the Explorations level Natural Science learning objectives are fulfilled.

Option 3: For those students who intend a science major or pre-health science curriculum, but are not qualified to begin the usual two-course introductory course sequence, the one-semester discipline-based introductory courses (CHM 105, PHY 187, etc.) will constitute the "Understanding Natural Science" component. These courses will be modified as needed from their content in the previous Core Curriculum to assure the Explorations level Natural Science learning objectives are fulfilled.

PREREQUISITE: None

Learning objectives addressed by this component:

- 2.I.4 Students will demonstrate an understanding of the nature of science and the scientific method.
- 3D.I.1 Students will identify the fundamental principles and concepts of at least one area of the natural sciences.
- 3D.I.4 Students will effectively evaluate natural scientific claims.

Rationale: The natural sciences have been part of the Liberal Arts tradition since at least the 16th century; they have also always been a strong element within the Jesuit educational tradition, with Jesuits making significant discoveries in the natural sciences and playing an important role in introducing Western science to other cultures around the world. In the contemporary world, the natural sciences have a central role in the development of new understandings about nature, creation of new technologies, and involvement in some of the most important issues facing contemporary societies. In light of the above, it is imperative that graduates of the Creighton College of Arts and Sciences understand the nature of science, the strengths and limitations of the scientific approach, the differences between science and other ways of understanding the world, the key role of science in technological developments and *vice versa*, and the mutual influence of science and society on each other. The "Understanding Natural Science" component of the Core Curriculum introduces students to fundamental aspects of science, within the Jesuit Liberal Arts tradition.

The College Learning Objectives seek three general types of outcomes from our students in the Natural Sciences courses: (1) a liberally-educated person's understanding of the nature of science and its role in contemporary society; (2) deeper understanding of the fundamental principles, approaches, and paradigms of at least one natural science area; (3) direct experience of scientific investigation, including design and execution of a study (including use of relevant technology), statistical analysis of data, and communication of results in forms typical of the sciences (written and oral; using verbal, mathematical, and graphical modes). Our way of achieving these is a three-unit approach. "Understanding Natural Science" will meet the outcomes listed in (1), while "Doing Natural Science" will address the outcomes listed in (2) in a discipline-based lecture course and the outcomes listed in (3) in a co-requisite laboratory course.

Logistics: Science majors and pre-health sciences students will fulfill this component with courses taken under the previous Core Curriculum that will continue to be necessary to meet major and pre-professional requirements. Non-science majors currently most often take two discipline-based courses (usually ATS 113 and PHY 107). In the new Core, they would take only one such course, which means total enrollment in those courses would be approximately half of previous numbers. This will free up full-time tenure-track faculty from the natural science departments to participate in the newly-developed NSC courses. So there should be no significant logistical problems in staffing these courses.

2.3.h Understanding Social Science (3 hours)

Level: Explorations

Credit: 3 hours

Description: Understanding Social Science introduces students to social science through courses that begin with an overview of what it means to “understand social science” as the study of society and human nature using theories and quantitative and/or qualitative analysis of data, and then present in detail fundamental concepts and theories from at least one social scientific discipline. **PREREQUISITE:** None.

Learning objectives addressed by this component:

- 2.I.3 Students will demonstrate an understanding of the nature of at least one social science and its methods.
- 3D.I.2 Students will identify the fundamental concepts, analytical methods, and unifying theories in at least one area of the social sciences.
- 3D.I.3 Students will effectively evaluate social scientific claims.

Rationale: At a general level, students benefit from understanding social science because social scientific research provides many important answers and observations that may help them improve the understanding of their own lives (and the world they live in) more deeply, and thus help us to improve their interactions with others. Beyond the realm of the individual, social phenomena such as families, schools, economies, mass media, social networks, political institutions, and for-profit and nonprofit organizations affect people’s lives in profound ways, and social scientific research provides a way to increase their understanding of these phenomena. Across these disciplines, students will become better equipped to answer questions such as: Why do places carry meaning for people? Why are some citizens more likely to vote (and engage in other forms of political participation) than others? How do we communicate with each other? Why are we so fascinated by crime? What shapes our identity and why?

A rationale from a mission-centered perspective is that the place of the study of the social sciences within the Jesuit educational tradition shifted dramatically in 1975 when, at its 32nd General Congregation, the worldwide Society of Jesus embraced the lead taken by Latin American Jesuits who argued for using social science methods to probe and to reflect on issues of justice and their ethical implications within contemporary society. Since that landmark decision, Jesuit universities around the world have steadily come to recognize and insist on the educational centrality of the social sciences to an understanding of and promotion of human dignity worldwide. In 1989 Peter Hans Kolvenbach, S.J., then the Superior General of the Society of Jesus, gave an address at Georgetown University in which he discussed the Jesuit Mission in Higher Education. In that address he discussed the purpose of Jesuit education as forming men and women who will be equipped “to offer comprehensive solutions to real

questions” that are confronting the world in the 20th and 21st centuries. Fr. Kolvenbach asserted that morally responsible and sensitive solutions to these pressing issues will require the knowledge of sociology and psychology (and by implication, social science) in addition to the theological perspectives. Thus, these objectives will ensure a stronger emphasis on building social science skills not only for future work in social sciences in the core—but also for informed citizenship and advocacy.

Logistics: Introductory-level disciplinary courses in the areas of Anthropology, Communication Studies, Political Science, Psychology, and Sociology—as well as other disciplines utilizing social scientific methodology—could meet the objectives. For example, while History is now in the Humanities Division, a particular course that is social scientific in nature could meet the objectives; American Studies often cross-lists with social scientific disciplines; Education offers Educational Psychology and Child and Adolescent Development. All courses will begin with a curricular unit on what it means to “understand social science” as the study of society and human nature. This curriculum will be standardized across all courses, and will include ideas such as: (a) what disciplines are typically represented, (b) that all social scientists study and formulate theories related to patterns in and probabilities of human behavior, (c) that positivist/post-positivist social scientists typically do so by utilizing quantitative data and methods, and (d) that interpretivist social scientists typically do so by utilizing qualitative methods and analysis of data—but that for any study of human behavior and society, multiple methods may be used.

The shift from two introductory social science courses, as required in the previous CCAS Core Curriculum, to one introductory course and one upper-level course may necessitate a shift of instructional resources from introductory courses to upper-level courses. Some Social Science resources used for upper level Core B International & Global Studies courses and Core A Senior Perspective courses in the previous CCAS Core Curriculum would shift to cover courses that satisfy the Integrations component called Doing Social Science (see Subsection 2.4.b).

2.4 Integration

2.4.a Doing Natural Science – College of Arts & Sciences only (4 hours)

Level: Integration

Credit: 4 hours

Description: This component consists of a three-credit lecture course including fundamental concepts and methods of a particular scientific field, with a co-requisite one-credit laboratory in which students have an experience of scientific investigation and communication. (Some courses may have a separate 3-credit lecture and 1-credit lab, while others may be a single 4-credit combination.) Non-science majors, having taken a 2-credit course on the nature of science, would fulfill this component by taking a discipline-based, laboratory/lecture course.

Students intending to major in a science or follow a pre-health sciences program would fulfill this requirement by completing the second course in the introductory sequence, with appropriate lab (BIO 202/206, for example). Students intending to major in a science or follow a pre-health sciences program, but who needed to take a one-semester introductory course first (CHM 105, PHY 187, etc.), would fulfill the "Doing Natural Science" component by taking the first course of the two-semester sequence (CHM 203, PHY 213, etc.) with corresponding lab. In the case that such students, following that first course of the two-semester sequence, do not continue to pursue the sciences or health sciences, they will still have completed the Natural Science components.

To ease curricular pressures on non-science and non-pre-health science students, the Natural Science Departments are strongly urged, wherever possible, to develop laboratory components of the "Doing Natural Science" courses that will also satisfy the learning objectives for Designated Statistical Reasoning courses. PREREQUISITE: Understanding Natural Science

Learning objectives addressed by this component:

- 3D.R.3 Students will carry out a natural scientific inquiry (individually or collaboratively) and communicate its essential elements.
- 3D.R.4 Students will generate a scientific hypothesis and design an investigation to examine or test the hypothesis.

Rationale: The natural sciences have been part of the Liberal Arts tradition since at least the 16th century; they have also always been a strong element within the Jesuit educational tradition, with Jesuits making significant discoveries in the natural sciences and playing an important role in introducing Western science to other cultures around the world. In the contemporary world, the natural sciences have a central role in the development of new understandings about nature, creation of new technologies, and involvement in some of the most important issues facing contemporary societies. In

light of the above, it is imperative that graduates of the Creighton College of Arts & Sciences achieve proficiency in understanding how scientific knowledge is developed and communicated. Such proficiency is best achieved by learning the fundamental concepts and methods of a particular area of the natural sciences, gained through an integrated, discipline-based lecture and laboratory combination. Such a combination comprises the "Doing Natural Science" component of this Core Curriculum.

The Core Curriculum learning objectives seek three general types of outcomes from our students in the Natural Sciences courses: (1) A liberally-educated person's understanding of the nature of science and its role in contemporary society; (2) Deeper understanding of the fundamental principles, approaches, and paradigms of at least one natural science area; (3) Direct experience of scientific investigation, including design and execution of a study (including use of relevant technology), statistical analysis of data, and communication of results in forms typical of the sciences (written and oral; using verbal, mathematical, and graphical modes). Our way of achieving these is a three-unit approach.

"Understanding Natural Science" will meet the outcomes listed in (1), while "Doing Natural Science" will address the outcomes listed in (2) in a discipline-based lecture course and the outcomes listed in (3) in a co-requisite laboratory course.

Logistics: All of the courses that will fulfill the "Doing Natural Science" objectives will be appropriately-modified versions of previously existing courses, with no expected increases in course enrolments. In some cases, existing laboratory courses will be modified to assure the learning objectives are fulfilled, but such changes are in keeping with ongoing local and national initiatives to raise the educational quality of science laboratories and are enthusiastically endorsed by the natural sciences departments in CCAS.

2.4.b Doing Social Science – College of Arts & Sciences only (3 hours)

Level: Integration

Credit: 3 hours

Description: Doing Social Science courses are designed to further students' knowledge of society and human nature within a social scientific discipline. Students will apply their knowledge of social scientific methods (quantitative and/or qualitative) in order to interpret social science data as related to specific social science questions and to critique social scientific studies. **PREREQUISITE:** Understanding Social Science

Learning objectives addressed by this component:

- 3D.R.5 Students will perform some mode of social scientific inquiry (individually or collaboratively) and communicate its essential elements.
- 3D.P.1 Students will generate a social scientific research question and design an investigation to examine the question.
- 3D.P.2 Students will identify the limitations of a particular social scientific method.

Rationale: Students benefit from understanding social science because social phenomena affect people's lives in profound ways. This course deepens their knowledge of social science in one particular discipline, while allowing them to develop skills to critically evaluate social scientific information. This will assist them in naming and operationalizing social scientific concepts in their everyday lives as well as make them critical consumers of social scientific research.

A rationale from a mission-centered perspective for *doing* social science is that In Fr. Kolvenbach's 1989 address at Georgetown (see Understanding Social Science), he further emphasized the need to develop the empirical data analysis tools that will allow for deep study of the questions that face humankind today. The upper level social science courses allow students to practice critical reasoning skills as they apply to social science evidence and deepen their understanding of social science methods. The courses allow students to tackle specific questions or social problems with social science tools. The objectives stress developing the social science and data interpretation skills needed for critical analysis of evidence, informed citizenship and advocacy.

Logistics: Disciplinary courses in Anthropology, Communication Studies, Political Science, Psychology, and Sociology—as well as other disciplines willing to embrace social scientific methodology and/or interdisciplinary courses—could meet the objectives. Most students would meet the objectives with courses designed around a substantive topic with a strong emphasis on critiquing and applying the social science method.

The shift from two introductory social science courses, as required in the previous CCAS Core Curriculum, to one introductory course and one upper level course may necessitate a shift of resources

to upper level courses. Some Social Science resources now used for upper-level Core B International & Global Studies courses and Core A Senior Perspective courses would shift to cover these courses. The objectives could also be met with Social Science methods courses for majors or non-majors. Psychology is considering a new methods course for non-majors that stresses MCAT requirement skills.

2.4.c Intersections (3 hours)

Level: Integration

Credit: 3 hours

Description: The focus of courses in this component will be on big questions that employ critical thinking skills to address issues of diversity, service, and social justice. Students taking these courses will have completed most of their core classes, be well into their majors, and have had opportunities for service and travel. These personal and educational experiences will contribute to a dynamic learning environment where students can engage challenging problems of local and global citizenship and begin to draw conclusions about the struggle for justice. Students and instructors will work at the *intersection* of intellectual inquiry and personal experience as they seek together to understand intersections in the world at large. In the best Ignatian tradition, these courses will involve research and writing as well as reflection, collaboration, and debate. **PREREQUISITES:** Critical Issues in Human Inquiry and senior standing.

Learning objectives addressed by this component:

- 2.P.1 Students will become engaged in a problem, explore its complexity through critical reading and research, analyze and evaluate alternative solutions, and justify a chosen solution with a reasoned argument.
- 3E.I.2 Students will describe personal involvement in work related to service and/or advocacy for social justice.
- 3E.P.1 Students will integrate learning from various disciplines and experiences to articulate their vision of justice, of serving the common good, and of working as agents of social justice as community leaders and global citizens.
- 3E.P.2 Students will apply analytical tools, content knowledge, and ethical principles to contextualize social conditions, evaluate the consequences of injustices, and identify opportunities to promote social justice.

Rationale: The courses in this component will directly embrace St. Ignatius' call for education that is transformative – that forms men and women for others. Peter-Hans Kolvenbach, S.J., former Superior General of the Society of Jesus, in a 1989 address at Georgetown University stated that “the service of faith through the promotion of justice is the mission that must be integrated as a priority into each Jesuit work.” As a University we must be constantly seeking opportunities to educate our students to be ‘leaders-in-service’. This component provides a unique way for our students to experience the full complement of Jesuit education values – faith, service, and intellectual excellence. At the culmination of their Creighton education, students will see that faith can be deepened through (and enhances) intellectual activity, intellectual activity can be enhanced by (and complement) service, and service can be made more meaningful with (and contribute to) faith.

Logistics: The component is intended to be staffed primarily by faculty from the Humanities departments (including Philosophy and Theology). However, it is highly likely that faculty from the Social Science departments will also participate. Because of the discussion, critical thinking, and writing aspects of this component it is expected that each course will have an enrollment cap of 25.

2.4.d Ultimate Questions – College of Arts & Sciences (3 hours)

Level: Integration

Credit: 3 hours

Description: This component explores ultimate questions about some of the deepest and most mysterious dimensions of human experience: e.g., the existence and nature of God, the nature and ultimate destiny of the human person, the nature of the cosmos and humanity's place within it, the search for salvation and the pursuit of holiness, the nature of religion and religious experience. No Jesuit education is complete without such a sustained grappling with these ultimate realities. This study has two dimensions which are mirrored in the three learning objectives: (a) students' mastery of an objective body of concepts, arguments, and perspectives drawn from the best historical and contemporary discussions of these ultimate questions; (b) students' personal articulation of these matters that is no mere subjective statement but one that measures up to objective standards of rigor and of coherence. Students can fulfill this component in one of two tracks: (1) using a philosophical approach or (2) using a theological approach.

Option 1: Ultimate Questions – Philosophical Approaches

This track draws on the discipline of philosophy, on its 2500-year-old tradition of concepts, arguments, and systems as well as its contemporary practitioners and perspectives. Students who follow this track will analyze and evaluate concepts and arguments used by philosophers in an attempt to grasp ultimate truths from the vantage point of natural reason. Students will also, using such natural reason, formulate and defend their own reasoned conclusions on such issues. In other words, students both learn about philosophy and do philosophy. Part of that doing philosophy requires that students stake out and defend their own reasoned and integrated positions on some religious and/or philosophical fundamentals.

Option 2: Ultimate Questions – Theological Approaches

This option introduces students to theology in the full sense of the term, that is, systematic theology. Systematic theology typically begins with one essential Christian doctrine (e.g. creation, Trinity, church, the human person) and examines its biblical roots, its historical developments, as well as its (often significant) reworkings within contemporary Christianity. It also critically examines its links to and interaction with many other doctrines and issues well as its overarching rational coherence and its practical implications. Much as in the "Philosophical Approaches" track, in this "Theological Approaches" track, students both learn about theology and do theology. Part of that doing theology requires that students stake out and defend their own reasoned and integrated positions on certain fundamentals of their own religious faith.

PREREQUISITES: Philosophical Ideas, The Christian Tradition, The Biblical Tradition

Learning objectives addressed by this component:

- 3AB.P.1 Students will formulate and defend their own reasoned and integrated conclusions concerning the relationship of human persons to God and the search for truth in light of either philosophical reason or systematic theology or both.
- 3AB.P.2 Students will analyze and evaluate, in a systematic way, concepts and arguments concerning the relationship of human persons to God, ultimate reality, and the search for truth, drawing on historical and contemporary resources from either philosophy or theology, engaging the Jesuit, Catholic intellectual tradition.
- 3AB.P.3 Students will express a complex and critical understanding of answers to ultimate questions and religious faith in the context of their own experience.

Rationale: The preamble to the “Core Curriculum Learning Objectives” states that “as a Catholic university, Creighton insists ... on the fundamental hospitality of faith and reason. It calls on students to grapple with ultimate questions and transcendent values, including their relationship to God.” This is one of the distinctive perspectives that has defined the more-than-450-year tradition of Jesuit education and as such distinguishes our College from its peers. It is a perspective wrought at the very origins of Jesuit education, namely, the early Jesuits’ own training at the University of Paris, which combined formation in the liberal arts and sciences with rigorous mastery of philosophical and theological perspectives and methods. While this stress on ultimate questions and transcendent values undergirds a variety of courses within the College of Arts & Sciences, this will receive its explicit academic focus in this component of the Core Curriculum.

Within the architecture of the Magis CCAS Core Curriculum, this component serves as a culminating point that builds upon and integrates a number of earlier components. These include two previous theologically-oriented components: “The Christian Tradition,” which helps students become conversant with the essentials of Christianity, its teachings, its history, and its contributions to Western civilization; and “The Biblical Tradition,” which helps students not only become conversant with the essential biblical narratives but more importantly acquire a significant knowledge of and hands-on experience with contemporary historical-critical interpretation of the Bible. It also builds upon the first-year “Philosophical Ideas,” which introduces students to key concepts, methodologies, skills, and systematic perspectives from the Western philosophical tradition. Finally it builds upon the “Ethical Foundations” component, which requires to students to begin to think systematically about ethical issues, their underlying conceptions of the human person, society, and the common good. This component also presumes that students have, by this juncture, completed many of the components from the “Explorations” level such that they possess a growing familiarity with a wide array of academic disciplines, from literature and history, from the natural and social sciences. As such, this component both presumes a significant base of knowledge and skills and offers integrative perspectives on that base.

Its unique contribution is to teach students in a sustained and in-depth fashion how to think both critically and systematically about central issues in human existence. Here students not only learn about theology or learn about philosophy. They *do* it—or, to put it more modestly, they *begin to do* it. One

note: Surveys of alumni have repeatedly noted that what, in the long run, was one of the most valuable features of their undergraduate education was the unique perspectives that came from their study of philosophy and theology. When pressed about what in particular they learned from that study, they explained that it was precisely the combination of critical and systematic thinking that helped give their educations its distinctive edge.

It should be added that the courses taught within the theological option always approach religion with an objectivity, rigor, and freedom of inquiry appropriate to any scholarly study. Theology is among the oldest academic disciplines in Western civilization and has, since the emergence of scholastic theology in the 12th century, been deeply committed to rigorous, fair-minded disputations that examine all sides of any inquiry. This component (like previous theology components) teaches students how to approach religion ecumenically, examining each tradition with sensitivity and respect, and internationally, recognizing that Christianity (as well as any other religion) must be interpreted within a worldwide and interreligious context.

Logistics: The philosophy department has one of the lowest number of courses taught by part-time faculty in the College and can easily staff its half of the component. The same is true with the Theology Department, which can easily staff courses with its current fulltime Theology faculty.

Note: Students enrolled in the College of Arts & Sciences must complete least one of the two components by the Theology Department and the Philosophy Department (that is, the “Ethics” component and this “Ultimate Questions” component) must be taken in Philosophy. This administrative was passed a formal amendment by the College of Arts & Sciences Faculty Senate on January 22, 2013, as part of its formal approval of new Core Curriculum framework.

CHAPTER 3. DESIGNATED COURSES (5 courses, 0 additional hours)

3.1 Introduction

In addition to the thirteen components of the Magis Core Curriculum, students must complete 5 designated courses, 1 in each of 5 different areas. It is expected that students will complete most of these designated courses as part of their major programs of study. The rest of these courses should be completed as part of another Explorations- or Integrations-level component of the Magis Core Curriculum. For this reason, the designated courses are not expected to constitute additional requirements for students to satisfy beyond their Magis Core Curriculum requirements and their major program requirements.

The designated courses of the Magis Core Curriculum are designed to help students reach the proficiency level in each of the University Learning Outcomes by developing knowledge and skills acquired at the Foundations and Explorations level of the Magis Core Curriculum within the specific context of the student's chosen major field of study or profession. In order to realize these goals, it is the responsibility of each department in the undergraduate colleges and schools of the university to develop, seek approval for, and offer regularly designated courses for their majors to take as part of the major program of study that satisfy each of the following requirements. It will not be possible for every department to offer courses as part of the major that will satisfy all of the following requirements. Nevertheless, departments should strive to come as close as possible to realizing this goal.

3.2 Designated Ethics (1 course, 0 additional hours)

Level: Designated course

Credit: 0 additional hours

Description: Courses that receive a designation in ethics will develop and integrate ethical thinking in a chosen academic discipline, profession, or sphere of responsibility. Each such course will involve at least one significant assignment that requires structured ethical reflection on some dimension of the student's current or future projects. Courses should include attention to topics of ethical reflection that are pertinent to contemporary practice in the field or generated by it. Reflection on the areas of ethical importance— such as visions of the good life, the common good, the public good, or justice— that are relevant to the field in light of its purpose, should be articulated. PREREQUISITE: Ethics

Learning objectives addressed by this designated course:

- 5.P.1 Students will distinguish the morally relevant features of complex practical situations in the context of a chosen academic discipline, profession, or sphere of ethical responsibility.
- 5.P.2 Students will apply fundamental moral theories and principles, such as consequentialism, deontology, and/or virtue theory, in a chosen academic discipline, profession, or sphere of ethical responsibility.
- 5.P.3 Students will critically evaluate the relationship between their ethical presuppositions, their responsibilities to society, and the values of their chosen academic discipline, profession, or sphere of ethical responsibility.

Rationale: This course is the development and integration of the “Explorations: Ethics” component – and thus presumes its completion as a prerequisite. It requires the completion of proficiency learning objectives and thus presumes prior study of ethical foundations. Successful Creighton graduates will be able to discern how to conduct themselves ethically within the context of their chosen academic discipline, profession, or sphere of responsibility. By learning to apply ethical reflection to their lives, successful Creighton graduates should become responsible citizens who will be “men and women for others” as this is understood within the Jesuit intellectual tradition.

Logistics: This can be accomplished as part of the major, or it can be accomplished as a stand-alone course within an area of student interest. Staffing concerns are negligible because a significant number of existing courses across different disciplines already satisfy these requirements.

3.3 Designated Oral Communication (1 course, 0 additional hours)

Level: Designated course

Credit: 0 additional hours

Description: Courses that receive a designation in Oral Communication will involve intensive instruction in at least one form of oral communication that is specifically intended for a particular audience. Each such course will involve at least one significant oral communication assignment. **PREREQUISITE:** Oral Communication

Learning objectives addressed by this designation:

- 4.P.1 Students will effectively design a formal oral presentation appropriate for a specific disciplinary audience, e.g. topic, purpose, supporting material, organization, and language.
- 4.P.2 (o) Students will effectively deliver a formal oral presentation appropriate for a specific disciplinary audience, e.g. vocal variety, articulation, and physical behaviors.

Rationale: This component is inspired by the rhetorical tradition and grounded in the Jesuit principle of the “art of the word” as a formative ideal—*eloquentia perfecta* as noted in the *Ratio Studiorum*. The Jesuit education does not rely solely on content and/or discipline mastery, as the original *Ratio Studiorum* required Jesuits and those they educated to become skilled rhetoricians. The Jesuit emphasis on rhetoric embodies the classical ideal of the “good person writing and speaking well for the common good.”

We are requiring demonstrated proficiency in oral communication beyond the Foundations level because it is important that students see how oral communications is used in specific disciplines or fields. Certainly, there are different expectations for “speaking well” based on one’s area of study (e.g., scripted vs. extemporaneous speaking), and the construction (if at all) of visual aids such as posters or power point presentations vary widely across the various disciplines studied in the undergraduate colleges and schools of the university. In addition, it is important to provide multiple opportunities for students to perfect the skills which potential employers and institutions of post-graduate study find to be the most important – oral and written communication skills.

Logistics: Courses offered by any department could receive a designation in Oral Communication, as could courses that fulfill any component of the Core Curriculum after the Foundations level. All students will complete one Designated Oral Communication course as part of their Core Curriculum or major program requirements. It would be particularly desirable for students to complete the Designated Oral Communication requirement as part of their major programs of study, although this is not required.

As noted in the Oral Communication Foundations component, students will have continued access to their online modules to help reinforce their oral communication skills across their curriculum.

Designated courses are a likely space where Communication Studies faculty would work with faculty from all areas of the college to create and post modules related to specialized speaking further in students' undergraduate careers, such as: "Expectations in Delivering a Poster Presentation in the Natural Sciences," "Expectations in Presenting Social Scientific Work," "Expectations in Presenting Applied Scholarly Work," "Expectations for Delivering a Paper in the Humanities," etc. [And more specific disciplinary modules could be created with departments as well.] This would allow for reinforcement, and ideally mastery, if students had modules/models for speaking with different expectations later in their college and professional careers

3.4 Designated Statistical Reasoning (1 course, 0 additional hours)

Level: Designated course

Credit: 0 additional hours

Description: Courses that are designated as Statistical Reasoning will involve intensive instruction and the application of statistical methods in solving problems within a discipline. Each such course will involve at least one significant assignment or project that utilizes statistics as an essential tool for analyzing data and drawing well-founded conclusions. The goal is to equip the student with the theory and methodology that are essential to solving problems in a data-rich world. A course that has been designated as a statistical reasoning course will equip students to utilize both descriptive statistics (mean, variance, standard error) and inferential statistics (hypothesis testing). Students are expected to go beyond simply learning to run a computer statistics package. Courses that are designated as Statistical Reasoning courses will also have an emphasis on communication. Students will not only use statistics, but will be able to explain and present their results in verbal, graphical, and mathematical form. **PREREQUISITE:** Mathematical Reasoning

Learning objectives addressed by this designation:

- 2.R.3 Students will draw qualified conclusions and discuss meaningful interpretations from their statistical analysis of quantitative information
- 3D.R.1 Students will correctly produce discipline-appropriate graphical representation of quantitative information.
- 3D.R.2 Students will correctly perform discipline-appropriate statistical analysis to evaluate quantitative information.

Rationale: Mathematics has been a central discipline within Jesuit education from the very beginning. Jérónimo Nadal, architect of the earliest Jesuit schools, had been trained in mathematics at the University of Paris and had insisted on its place within the first Jesuit curricula. Against vocal philosophical and humanist opponents, Christopher Clavius, a second-generation Jesuit, defended mathematics in his *De studiis mathematicis*, arguing for its indispensable role in the emerging natural sciences and thus for its indispensable role within Jesuit education. Certain pioneers of modern mathematics such as René Descartes were Jesuit-trained.

Mathematics and statistics play a central role in a sophisticated understanding of the world around us. Quantitative literacy is essential to understanding complex issues, such as the effectiveness of election polls, the morality of lotteries, federal and state budgeting, and evaluating risks in everyday life. This designated course builds upon the Foundations: Mathematical Reasoning core component, which teaches the fundamentals of thinking mathematically, and emphasizes those statistical concepts and methods needed to analyze and solve complex, real-world problems.

Logistics: It is expected that most courses in the Integrations: Doing Natural Science core component would fulfill these requirements. However, courses offered by any department could also receive a

designation in Statistical Reasoning, as could courses in other components of the Core Curriculum. Existing stats-centric courses, such as BIO 401 (Biostatistics) and PSY 211 (Introductory Statistics), already fulfill these requirements, and many other courses across disciplines could be adapted with minor revisions. The Department of Mathematics will offer a 2-credit course that fulfills this designation, but it is expected that most student will be able to complete the designation via the Doing Natural Science component or via a course in their major. It is expected that there will be a need for three or fewer sections of a statistics course taught by the Department of Mathematics.

3.5 Designated Technology (1 course, 0 additional hours)

Level: Designated Course

Credit: 0 additional hours

Description: Courses that receive a designation in Technology will involve intensive instruction and the application of computers and related technology in solving problems within a discipline. Each such course will involve at least one significant assignment or project that utilizes technology as an essential tool for information gathering, analysis, and presentation. Beyond the simple use of a search engine or word processing program, students will effectively use discipline-specific software tools, as appropriate, and reflect on the role of technology in that discipline. In conjunction, students will explore the power and limitations of technology in both professional and societal terms. PREREQUISITE: None.

Learning objectives addressed by this designation:

- 2.R.1 Students will use computers and/or related technology effectively for three of the following: research/creative production, analysis, communication, or collaborative work as appropriate for their discipline.
- 2.P.2 Students will recognize that technology and the digitization of knowledge are powerful tools and will identify potential dangers concerning reliability, privacy, security, and/or equity.

Rationale: The Jesuit tradition of education in the liberal arts and sciences is rooted in the goal of preparing graduates to engage the world as insightful, creative, and ethical citizens. To engage and lead in this information age, graduates must be well versed in technology. This includes a basic understanding of the power and limitations of computers, as well as the ability to apply the appropriate technology to solving problems. This designation ensures that students will demonstrate the ability to utilize technology tools to gather information, analyze it, and present it within an application area. It also ensures that, in conjunction with practical application, students will address issues regarding the impact of technology on their lives and on society as a whole.

Logistics: Courses offered by any department could receive a designation in Technology, as could courses that fulfill any component of the Core Curriculum. Existing information-centric courses, such as Information Concepts & Practices (JRM 215), already fulfill these requirements. Many other courses (especially in mathematics and the sciences) already use technology for research and problem solving, and would simply need to emphasize aspects of recognizing and evaluating technology. Ideally, all students would complete at least one Designated Technology course as part of their Core Curriculum or major program requirements.

3.6 Designated Written Communication (1 course, 0 additional hours)

Level: Designated course

Credit: 0 hours

Description: The goal of Designated Written Communication courses is to help students develop writing skills that are appropriate to a specific discipline, which will normally be the student's major field of study. Designated Written Communication courses must be upper-division courses that involve

- intensive instruction in at least one form of writing oriented toward a specific audience.
- at least one significant written assignment, on which the student receives substantial instructor feedback during the drafting and revision stages.
- an introduction to the practice of sustained professional writing in a field and the best practices and conventions in that field.

PREREQUISITE: Contemporary Composition

Learning objectives addressed by these designated courses:

- 4.R.3 Students will review their own work critically, employing creative thinking and problem solving in the process of revision and editing.
- 4.P.1 Students will demonstrate quality writing appropriate for a specific disciplinary audience.

Learning outcome 4, Reinforcement learning objective 2: Students will review their own work critically, employing creative thinking and problem solving in the process of revision and editing.

Learning outcome 4, Proficiency learning objective 1: Students will adapt the content and style of communication to a variety of rhetorical and aesthetic situations.

Learning outcome 4, Proficiency learning objective 2 (w): Students will effectively use ... written ... language appropriate to the audience, occasion, and context.

Rationale: From its very beginnings, Jesuit education embraced Renaissance humanism and its ideal of *eloquentia perfecta*. The first Jesuits shared with Renaissance humanists the conviction that language is one of the defining characteristics of the human person. The well-educated person, they believed, was one capable of both precision of argument and elegance of self-expression -- talents seen as essential requirements of citizenship and civic leadership. Such skills and aspirations are no less essential in the contemporary world. The designation in Written Communication aims to complete students' Jesuit education in *eloquentia perfecta* by helping them to attain discipline-specific excellence in written communication.

Logistics: Upper division courses offered by any department could receive a designation in Written Communication, as could courses that fulfill any component of the Core Curriculum at the Explorations level or above. It would be particularly desirable for students to complete the Designated Written Communication requirement as part of their major programs of study, although this is not required. Designated Written Communication classes will be capped at 25 students.

CHAPTER 4. LEARNING OBJECTIVES

Section 4.1. Creighton University Learning Outcome 1. All Creighton University graduates will demonstrate disciplinary competence and/or professional proficiency.

Creighton University Learning Outcome 1 will be addressed separately by each undergraduate college and school in its degree programs, and not by the Magis Core Curriculum.

Section 4.2. Creighton University Learning Outcome 2. All Creighton University graduates will demonstrate critical thinking skills.

Introductory

1. Students will develop demonstrate the basic skills of information literacy, including searching for information, critically evaluating information from sources, and appropriately using and citing information.
2. Students will construct and effectively craft well-structured and supported arguments in writing.
3. Students will demonstrate an understanding of the nature of at least one social science and its methods.
4. Students will demonstrate an understanding of the nature of science and the scientific method.

Reinforcement

1. Students will use computers and/or related technology effectively for three of the following: research/creative production, analysis, communication, or collaborative work as appropriate for their discipline.
2. Students will interpret and present and interpret quantitative information verbally, mathematically, statistically, and graphically.
3. Students will draw qualified conclusions and discuss meaningful interpretations from their statistical analysis of quantitative information.

Proficiency

1. Students will become engaged in a problem, explore its complexity through critical reading and research, analyze and evaluate alternative solutions, and justify a chosen solution with a reasoned argument
2. Students will recognize that technology and the digitization of knowledge are powerful tools and will identify potential dangers concerning reliability, privacy, security, and/or equity.

Section 4.3. Creighton University Learning Outcome 3. All Creighton University graduates will demonstrate Ignatian values, to include but not limited to a commitment to an exploration of faith and the promotion of justice.

A. THEOLOGICAL DIMENSIONS

Introduction

1. Students will identify and/or discuss the fundamental teachings, history, and practices of Christianity.
2. Students will identify and/or discuss the *distinctive* teachings, history, and practices of Catholicism.
3. Students will identify and/or describe the key elements of the Jesuit theological tradition , including its historical foundation, its spirituality, and its social engagement.
4. Students will identify and/or discuss particular challenges facing Christianity (in general) and the Catholic Church (more specifically) in the contemporary world, including but not limited to the ecological crisis.

Reinforcement

1. Students will demonstrate familiarity with select portions of the Bible.
2. Students will situate biblical texts within their original socio-historical contexts.
3. Students will identify or describe how the Bible was composed and transmitted.
4. Students will interpret biblical texts using various critical methodologies.

Proficiency

1. (College of Arts & Sciences only) Students will formulate and defend their own reasoned and integrated conclusions analyze and evaluate, in a systematic way, concepts and arguments concerning the relationship of human persons to God and the search for truth in light of either philosophical reason or systematic theology or both., drawing on historical and contemporary resources from either philosophy or theology, as understood within the Jesuit, Catholic intellectual tradition.
2. (College of Arts & Sciences only) Students will express a complex and critical understanding of answers to ultimate questions and religious faith in the context of their own experience. Students will formulate and defend their own reasoned and integrated conclusions concerning the relationship of human persons to God and the search for truth in light of either philosophical reason or systematic theology or both.

3. (College of Arts & Sciences only) Students will express a complex and critical understanding of answers to ultimate questions and religious faith in the context of their own experience. a fuller and more precise understanding of their own religious faith.

B. PHILOSOPHICAL DIMENSIONS

Introduction

1. Students will identify and define the theories and concepts that philosophers of the Western tradition have used to attempt to grasp the truth about the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life.
2. Students will formulate and defend conclusions of their own about at least one of the following topics: the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life.

Reinforcement

1. Students will analyze and evaluate arguments and concepts of philosophers of the Western tradition that attempt to grasp the truth about the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life.

Proficiency

1. (College of Arts & Sciences only) Students will formulate and defend their own reasoned and integrated conclusions concerning the relationship of human persons to God and the search for truth in light of either philosophical reason or systematic theology or both.
2. (College of Arts & Sciences only) Students will express a complex and critical understanding of answers to ultimate questions and religious faith in the context of their own experience.
3. (College of Arts & Sciences only) Students will express a complex and critical understanding of answers to ultimate questions and religious faith in the context of their own experience.

C. HUMANISTIC DIMENSIONS

Introduction

1. (College of Arts & Sciences only) Students will identify leading genres and analyze compositional elements within a given form of artistic expression.

Reinforcement

1. Students will identify, interpret, and analyze individual and/or social and cultural dimensions of human experiences as represented in literary texts.
2. Students will evaluate visions of the human experience in individual, social, and cultural aspects, as expressed by one or more contextually significant literary texts.
3. Students will identify and evaluate the relative significance of a variety of historical developments in shaping human societies and cultures, using key components of historical analysis, such as periodization, assessment of agency, or contingency.
4. Students will form persuasive, evidence-based historical arguments that explain how certain key historical developments change over time and significantly shape human societies and cultures.
5. (College of Arts & Sciences only) Students will evaluate a form of artistic expression analytically and critically.

D. MATHEMATICAL, NATURAL, AND SOCIAL SCIENTIFIC DIMENSIONS

Introduction

1. Students will identify the fundamental principles and concepts of at least one area of the natural sciences.
2. Students will identify the fundamental concepts, analytical methods, and unifying theories in at least one area of the social sciences.
3. Students will effectively evaluate social scientific claims.
4. Students will effectively evaluate natural scientific claims.

Reinforcement

1. Students will correctly produce discipline-appropriate graphical representation of quantitative information.
2. Students will correctly perform discipline-appropriate statistical analysis to evaluate quantitative information.
3. (College of Arts & Sciences only) Students will carry out a natural scientific inquiry (individually or collaboratively) and communicate its essential elements.
4. (College of Arts & Sciences only) Students will generate a scientific hypothesis and design an investigation to examine or test the hypothesis.

5. (College of Arts & Sciences only) Students will perform some mode of social scientific inquiry (individually or collaboratively) and communicate its essential elements.

Proficiency

1. (College of Arts & Sciences only) Students will generate a social scientific research question and design an investigation to examine the question.
2. (College of Arts & Sciences only) Students will identify the limitations of a particular social scientific method.

E. SERVICE & JUSTICE DIMENSIONS

Introduction

1. Students will explain the concepts of “service”, “social justice”, and “human dignity” as they are understood within the Catholic and Jesuit traditions, and how they are influenced by systems of social differentiation and by relative power and privilege.
2. Students will describe personal involvement in work related to service and/or advocacy for social justice.

Proficiency

1. Students will integrate learning from various disciplines and experiences to articulate their vision of justice, of serving the common good, and of working as agents of social justice as community leaders, and global citizens.
2. Students will apply analytical tools, content knowledge, and ethical principles to contextualize social conditions, evaluate the consequences of injustices, and identify opportunities to promote social justice.

Section 4.4 Creighton University Learning Outcome 4. All Creighton University graduates will demonstrate the ability to communicate clearly and effectively.

Introduction

1. Students will demonstrate an understanding of the processes for writing a well-structured and supported argument.
2. Students will effectively deliver a formal oral extemporaneous presentation of at least 5 minutes in length that is appropriate for a specific audience, in terms of content, organization, and delivery.
3. (College of Arts & Sciences only) Students will construct and effectively deliver aesthetically sound forms of artistic expression.
4. (College of Arts & Sciences only) Students will demonstrate basic competence in communicating in a language that is not their first language.

Reinforcement

1. Students will research, choose, and use appropriate technologies to communicate effectively.
2. Students will find, evaluate, and use evidence to write effectively.
3. Students will review their own work critically, employing creative thinking and problem solving in the process of revision and editing.

Proficiency

1. Students will effectively design a formal oral presentation appropriate for a specific disciplinary audience, e.g. topic, purpose, supporting material, organization, and language.

Section 4.5. Creighton University Learning Outcome 5. All Creighton University graduates will demonstrate deliberative reflection for personal and professional formation.

Introduction

1. Students will identify and define key terms, concepts, principles, and critiques of moral theories, including consequentialism, deontology, and virtue theory.

Reinforcement

1. Students will analyze and evaluate fundamental theories about the sources of moral obligation, moral virtue, justice, wisdom, and a good human life.
2. Students will apply fundamental moral theories to complex practical situations.
3. Students will evaluate critically their own ethical presuppositions and commitments in light of fundamental moral theories.

Proficiency

1. Students will distinguish the morally relevant features of complex practical situations in the context of a chosen academic discipline, profession, or sphere of ethical responsibility.
2. Students will apply fundamental moral theories and principles, such as consequentialism, deontology, and/or virtue theory, in the context of a chosen academic discipline, profession, or sphere of ethical responsibility.
3. Students will critically evaluate the relationship between their ethical presuppositions, their responsibilities to society, and the values of their chosen academic discipline, profession, or sphere of ethical responsibility.

Section 4.6. Creighton University Learning Outcome 6. All Creighton University graduates will demonstrate the ability to work effectively across race, ethnicity, culture, gender, religion, and sexual orientation.

Reinforcement

1. Students will identify their own social locations and conditions and analyze a controversial issue by discussing their own values and perspectives and those of an unfamiliar community.
2. Students will evaluate and critique the way systems of relative power and privilege are reinforced.