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2025-2026 Creighton University Undergraduate Academic Calendar

August 2025						
S	M	T	W	R	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2026						
S	M	T	W	R	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

September 2025						
S	M	T	W	R	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

March 2026						
S	M	T	W	R	F	S
	1	2	3	4	5	6
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

October 2025						
S	M	T	W	R	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2026						
S	M	T	W	R	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

November 2025						
S	M	T	W	R	F	S
					1	
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2026						
S	M	T	W	R	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

December 2025						
S	M	T	W	R	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2026						
S	M	T	W	R	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

January 2026						
S	M	T	W	R	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

July 2026						
S	M	T	W	R	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Fall Instructional Days
(not including finals)

M	T	W	R	F
13	15	14	14	14

Spring Instructional Days
(not including finals)

M	T	W	R	F
13	16	15	15	14
14	16	15	14	14

Fall Semester: August 19 - December 13, 2025

Aug. 19 (Tues): Fall semester begins.

Aug. 25 (Mon): Last day for registration, adding courses.

Aug. 27 (Wed): Mass of the Holy Spirit, 3:30pm at St. John's Church.
3:30pm classes cancelled.

Aug. 28 (Thur): Last day to drop individual courses from schedule (must remain full-time).

Sept. 1 (Mon): Labor Day Holiday. *No classes.*

Sept. 15 (Mon): Last day to apply for P/NP status and from Credit to Audit.

Oct. 12-19 (Sun-Sun): Fall Recess. *No classes.*

Oct. 15 (Wed): Last day to file on-line Degree Application for December degree conferral.

Nov. 6 (Thur): Last day to withdraw from courses with a grade of "W."

Nov. 26-30 (Wed-Sun): Thanksgiving Recess. *No classes.*

Dec. 8-13 (Mon-Sat): Final semester examinations.

Dec. 13 (Sat): December Degree Conferral Date.

Winter Term: December 15, 2025 - January 11, 2026

Dec. 15 (Mon): Classes begin.

Dec. 16 (Tues): Last day to register or drop.

Jan. 3 (Sat): Last day to withdraw with a grade of "W."

Jan. 11 (Sun): Classes end.

Spring Semester: January 13 - May 13, 2026

(Note: Start and end dates may vary.)

Jan 13 (Mon): Classes begin.

May 25 (Mon): Memorial Day Recess. *No classes.*

June 15 (Mon): Last day to file on-line Degree Application for August degree conferral.

June 19 (Fri): Juneteenth Holiday. *No classes.*

July 3 (Fri): Independence Day Observed. *No classes.*

Aug. 15 (Sat): Summer Session ends. August Degree Conferral Date.

CCAS POLICIES 2025-2026

All policies can be found in the Undergraduate Catalog, but here is a summary of the policies that often pertain to first-year students.

REGISTRATION

ADDING AND DROPPING CLASSES

Once students have received their registration PINS for Fall 2025, they may add classes through Monday, August 25, 2025 and drop classes through Thursday, August 28, 2025 through the NEST. They do not need advisor permission to make these changes, although it is always a good idea to consult with advisor before making changes. If they are trying to add classes that are closed or for which they do not have the appropriate prerequisites, then they need to seek an override from the department offering the course they hope to add.

Spring 2026 Add and Drop Dates:

Tuesday, January 20, 2026 last day for registration, adding courses
Thursday, January 22, 2026 last day to drop individual courses

WITHDRAWING FROM CLASSES

Students may withdraw from classes from Friday, August 29, 2025 through Thursday, November 6, 2025. Students who would like to withdrawal from a class should email their advisor requesting the withdrawal. In the email request the student includes their NET ID, the name of the course, course number, and the CRN. If the advisor approves the request, the advisor forwards the student's request to Registrar@creighton.edu, copies the student, and indicates the student's request and their approval in the email. Students receive a grade of W on their transcripts.

The grade of W has no impact on the GPA, but it does factor into the completion percentage which may affect financial aid eligibility and satisfactory academic progress. After Thursday, November 6, 2025 students may not withdraw from classes unless there is documentation of extenuating circumstances such as serious illness or family emergency. Students seeking a late withdrawal need to contact the CCAS Dean's Office.

INCOMPLETE GRADES

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

The responsibility for completing all course work rests with the student. After the deadline has passed, the student must re-register for and satisfactorily complete the course if credit is desired. Although the Incomplete carries no penalty and does not affect the grad-point average, student records will be audited periodically and students who show a consistent pattern of Incompletes may be placed on academic probation.

If an Incomplete is cleared and a final grade, either passing or failing, is assigned, the final grade is entered on the student's permanent academic record in place of the "I".

If no Incomplete agreement form is on file in the Dean's office, the grade will revert to an "F". The forms are located on the CCAS website:

https://blueeq.co1.qualtrics.com/jfe/form/SV_cZJSIZT5ybwY1JH

REPEATING CLASSES

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

A student who has received a final grade of "C-", "D", or "F" (including "NP" or "UN") in a course may repeat the course. The course to be repeated must be repeated at Creighton. The student must register for the course like any other course. The credit and quality points for the highest grade earned (one grade only) will be used to calculate the student's GPA. As with all other coursework attempted, the original course entry and grade remain on the student's permanent record and will appear on any transcript issued. Similarly, courses with marks of "UA", or "W" also remain permanently on the student's record. If such a course is repeated, a new course entry and a grade are entered in the term in which the course is repeated.

TRANSIENT STUDY

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

SPECIAL CIRCUMSTANCES

DEAN'S HONOR ROLL

Full-time undergraduate students (at least 12 credit hours) who complete a semester with a GPA of 3.5 or higher with no incomplete grades are placed on the Honor Roll for their college for that semester. The Honor Roll is a public document and because of this, students who have indicated "Confidential" status in the NEST will not be placed on the Honor Roll.

SERVICE HONOR ROLL

Students who maintain a semester GPA of at least 3.5 and who complete a minimum of 30 hours of community service are named to the CCAS Service Honor Roll. The CCAS Student Senate makes this award each semester.

ACADEMIC HONESTY

Students are bound to follow the University policy on Academic Honesty. All faculty should include the policy on their syllabi and explain the consequences in their classes should students not abide by the policy. <https://catalog.creighton.edu/undergraduate/academic-policies-procedures/academic-honesty/>. This link is included on the RSP sample syllabus.

INTERCOLLEGE TRANSFER

Students who wish to transfer from one Creighton undergraduate college to another need to initiate the process in the Dean's Office of their current college. Students in the College of Arts and Sciences students should meet Assistant Dean, Molly Loesche and complete the intercollege transfer form.

Students in good academic standing (cumulative GPA of 2.0 or higher) are eligible to transfer. The transfer is usually processed at the very beginning or the end of a semester. Please note, transfer from CCAS to the College of Nursing is competitive.

TEMPORARY WITHDRAWAL

Students can request to take a temporary withdrawal for reasons such as medical/psychological, personal or military obligations. This withdrawal is considered to be a temporary interruption in a student's program of study and must be approved by the Dean's Office. The temporary withdrawal may be up to one year. Students taking a temporary withdrawal retain their Creighton email and have access to some services. The temporary withdrawal is not intended for students to study at other institutions. Students considering a temporary withdrawal should contact their advisor and Lisa Brockhoff in the Dean's Office. In addition, students **must** consult with the Financial Aid Office as there may be implications with a student's Federal financial aid.

WITHDRAWING FROM CREIGHTON

If students wish to withdraw from Creighton, they should contact their advisor and Mary Ann Tietjen in the Office of Student Success. Every effort will be made to connect the student with appropriate resources as this is a complex decision for students and their families.

ADDITIONAL POLICIES

FERPA

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. In brief, we must have written permission from our students in order to release any information from their education record. This means that students must give permission to their parents to access their grades and to talk with advisors and professors about their academic work. If parents inquire about how their students are doing, you should not reveal any specific information until you know if students have in fact given permission. Permission is recorded in Banner; the level of permission that a student has granted, and to whom, is viewable on the NEST and in Creighton Connect. For more information: <https://studentprivacy.ed.gov/> <https://my.creighton.edu/s/department/a2BUU0000010zR82AI/confidentialityprivacy-ferpa>

FINANCIAL AID ELIGIBILITY

If students have questions about their financial aid and scholarships, it is best to direct them to the Office of Financial Aid. Generally speaking, financial aid and scholarships are dependent on grades and percentage of courses completed. Students are usually required to be in good academic standing (maintaining a cumulative GPA of 2.0, although the requirement may be 2.5 or higher for specific scholarships) and must complete at least 75% of courses attempted cumulatively. For this reason, it is important to speak with students who are considering taking Ws in their classes and encourage them to check with the Office of Financial Aid. Although taking Ws allows students to avoid low grades, it causes their completion rate to drop. Students should discuss the consequences of multiple Ws with the Office of Financial Aid to make sure they remain eligible for financial aid.

Financial Aid and Scholarship Renewal



1. Minimum GPA and Credit Hours Requirement for Need-Based Aid:

- For renewal of need-based aid, a student must have a cumulative GPA of at least 1.75 after the first year and 2.0 after subsequent years. This is reviewed only in May (after spring grades are posted). Thus, if the GPA slips below the minimum after the fall semester, a student has until May to try and raise it.
- If a student's GPA is below the minimum after the spring semester, they can go through the appeal process. This process includes working with the college and developing an academic plan for the coming year. It also includes explaining the circumstances and requesting reinstatement of aid which would be reviewed by the Director of Financial aid. The Financial Aid Office is interested in why the grades were sub-par and what the student is going to do to improve.
- Renewal of aid also requires that the student completes 75% of the credit hours attempted. This is a cumulative figure based on all semesters in attendance and is evaluated only in May (after spring semester).

2. Minimum GPA and Credit Hours Requirement for Merit-Based Aid:

- The minimum GPA required for merit-based aid awarded by Creighton (i.e. scholarships) depends on the specific scholarship. Most scholarships require a 2.0 cumulative GPA. However, some scholarships require a 3.0 or even a 3.3 GPA. Refer to the current Catalog for specifics or call the Financial Aid Office to verify the minimum GPA.
- The cumulative GPA is reviewed only in May. Thus, if a student's GPA slips below the minimum requirement after the fall semester, they have until May to try and raise it.
- If a student loses merit-based aid because the cumulative GPA fell below the minimum, it can be renewed whenever the student raises it back to the minimum. Or they can go through the appeal process. This process includes working with the college and developing an academic plan for the coming year. It also includes explaining the circumstances and requesting reinstatement of aid which would be reviewed by the Director of Financial aid. The Financial Aid Office is interested in why the grades were sub-par and what the student is going to do to improve.
- If the student raises the GPA, they must notify the Financial Aid Office as the scholarship reinstatement does not happen automatically.
- If the student has a combination of merit and need-based aid, they must complete 75% of the credit hours attempted. This is a cumulative figure based on all semesters in attendance and is evaluated only in May.
- If the student has merit-based aid only, renewal is based solely upon reaching the minimum GPA as required by the specific scholarship or by completing the appeal process.

For a complete listing of Financial Aid policies and procedures go to the CU Financial Aid web site.

3. Tuition Remission

- According to the Tuition Remission Policy, a student is allowed 136 credit hours. Withdrawals after the initial "drop-add" grace period count against the 136 hours. Courses in which a grade of "F" was earned also count against the 136 hours.
- Please refer to the Tuition Remission Policy on the Human Resources web site or call Human Resources for additional information

Faculty Contacts for Questions Regarding Majors and Minors

Department	Contact Information	
Aerospace Studies	AFROTC Detachment 470, UNO	402.554.2318
African American & Black Diasporic Studies African Studies	Dr. Laura Roost	x2569 roost@creighton.edu
	Dr. Amy Wendling	x3591 amyWendling@creighton.edu
American Studies	Dr. Scott Hendrickson	x2643 scotthendrickson@creighton.edu
Asian Studies	Dr. Jinmei Yuan	x3309 jinmeiyuan@creighton.edu
	Maorong Jiang	x2896 maorongjiang@creighton.edu
Biology	Dr. Alistair Cullum <i>(Department Chair)</i>	x3080 acullum@creighton.edu
Chemistry & Biochemistry	Dr. Kayode Oshin <i>(Department Chair)</i>	x2236 kayodeoshin@creighton.edu
	Dr. Stephen Gross	x2270 Stephengross@creighton.edu
	Dr. Peter Stone	x2594 Peterstone@creighton.edu
	Dr. Lynne Dieckman	x3438 lynnedieckman@creighton.edu
Communication Studies	Dr. Sam Senda-Cook <i>(Department Chair)</i>	x2794 Samanthasenda-cook@creighton.edu
Computer Science, Design & Journalism	Dr. David Reed <i>(Department Chair)</i>	x2583 davereed@creighton.edu
	Mr. Tim Guthrie	x3348 tguthrie@creighton.edu
Cultural and Social Studies	Dr. Daniel R. DiLeo <i>(JPS Director & Department Chair)</i>	x1492 danieldileo@creighton.edu
	Dr. Laura Heinemann <i>(Director of ANT)</i>	x2302 lauraheinemann@creighton.edu
	Dr. Dawn Irlbeck <i>(CRJ Director)</i>	x2565 DawnIrlbeck@creighton.edu
	Dr. Susan Walsh <i>(HAP Director)</i>	x3288 susanwalsh@creighton.edu
	Dr. Monica White <i>(SWK Director)</i>	x5594 monicawhite@creighton.edu
	Dr. Ryan Wishart <i>(SOC Director)</i>	x1780 ryanwishart@creighton.edu
	Dr. Catie Baker	x2565 catherinebaker@creighton.edu
Digital Humanities	Dr. Simon Appleford	X22824 Simonappleford@creighton.edu
Economics	Dr. Lee Dunham	X2637 Leedunham@creighton.edu

Department	Contact Information	
Education	Dr. Jean Hearn <i>(Department Chair)</i>	x4905 jeanhearn@creighton.edu
	Dr. Ronald Fussell <i>(Department Associate Chair)</i>	x3357 ronaldfussell@creighton.edu
	Dr. Max Engel <i>(Secondary Education)</i>	x3162 maxengel@creighton.edu
	Dr. Carin Appleget <i>(Elementary Education)</i>	x3050 crainappleget@creighton.edu
English	David Mullins <i>(Department Chair)</i>	x3601 DavidMullins@creighton.edu
	Trey Moody <i>(Department Assistant Chair)</i>	x2548 TreyMoody@creighton.edu
Environmental Science	Dr. Mary Ann Vinton	x2065 vinton@creighton.edu
Exercise Science & Pre-Health Professions	Dr. Joan Eckerson <i>(Department Chair)</i>	x2090 joaneckerson@creighton.edu
	Dr. Jennifer Yee <i>(Department Associate Chair)</i>	x2947 jenyee@creighton.edu
Fine & Performing Arts	Dr. Frederick Hanna <i>(Department Chair)</i>	x1124 fredhanna@creighton.edu
	Dr. Matthew Averett	x1455 matthewaverett@creighton.edu
	Mr. Patrick Roddy <i>(Program Director)</i>	x3047 proddy@creighton.edu
	Dr. Frederick Hanna	x1124 fredhanna@creighton.edu
	Dr. Amy Lane <i>(Program Director)</i>	x2671 amylane@creighton.edu
	Ms. Amy Nelson <i>(Department Associate Chair)</i>	x2510 amynelson@creighton.edu
	Dr. Britta McEwen <i>(Department Chair)</i>	x2658 brittaMcEwen@creighton.edu
	Dr. Scott Eastman	x2651 seastman@creighton.edu
	Dr. Tom Kelly	x3734 thomaskelly@creighton.edu
Leadership	Dr. Sherianne Schuler	x2194 sherishu@creighton.edu
Mathematics	Dr. Nathan Pennington <i>(Department Chair)</i>	x3338 nathanpennington@creighton.edu
Military Science	LTC Mark Hayes	x1151 markhayes@creighton.edu
	Sandra Lopez-Padilla	x1176 sandralopez-padilla@creighton.edu
	Ty Tucker	tytucker@creighton.edu
Modern Languages & Literatures	Dr. José McClanahan <i>(Department Chair)</i>	x3868 josephmcclanahan@creighton.edu
Neuroscience	Dr. Annemarie Shibata	x3588 annemarieshibata@creighton.edu
Philosophy	Dr. Kevin Graham <i>(Department Chair)</i>	x1219 kgraham@creighton.edu
	Dr. Anne Ozar <i>(Department Associate Chair)</i>	x2847 Anneozar@creighton.edu

Department	Contact Information	
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	Trey Moody <i>(Department Assistant Chair)</i>	x2548 TreyMoody@creighton.edu
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Exercise Science & Pre-Health Professions	Dr. Joan Eckerson <i>(Department Chair)</i>	x2090 joaneckerson@creighton.edu
	Dr. Jennifer Yee <i>(Department Associate Chair)</i>	x2947 jenyee@creighton.edu
Fine & Performing Arts	Dr. Frederick Hanna <i>(Department Chair)</i>	x1124 fredhanna@creighton.edu
	Dr. Matthew Averett	x1455 matthewaverett@creighton.edu
	Mr. Patrick Roddy <i>(Program Director)</i>	x3047 proddy@creighton.edu
	Dr. Frederick Hanna	x1124 fredhanna@creighton.edu
	Dr. Amy Lane <i>(Program Director)</i>	x2671 amylane@creighton.edu
	Ms. Amy Nelson <i>(Department Associate Chair)</i>	x2510 amynelson@creighton.edu
History	Dr. Britta McEwen <i>(Department Chair)</i>	x2658 brittaMcEwen@creighton.edu
Latin American Studies	Dr. Scott Eastman	X2651 seastman@creighton.edu
	Dr. Tom Kelly	x3734 thomaskelly@creighton.edu
Leadership	Dr. Sherianne Schuler	x2194 Sherishu@creighton.edu
Mathematics	Dr. Nathan Pennington <i>(Department Chair)</i>	x3338 nathanpennington@creighton.edu
Military Science	LTC Mark Hayes	x1151 markhayes@creighton.edu
	Sandra Lopez-Padilla	x1176 sandralopez-padilla@creighton.edu
	Ty Tucker	tytucker@creighton.edu
Modern Languages & Literatures	Dr. José McClanahan <i>(Department Chair)</i>	x3868 josephmcclanahan@creighton.edu
Neuroscience	Dr. Annemarie Shibata	x3588 annemarieshibata@creighton.edu
Philosophy	Dr. Kevin Graham <i>(Department Chair)</i>	x1219 kgraham@creighton.edu
	Dr. Anne Ozar <i>(Department Associate Chair)</i>	x2847 Anneozar@creighton.edu

Department	Contact Information	
Physics	Dr. Gintaras Duda <i>(Department Chair)</i>	x5730 gkduda@creighton.edu
	Dr. David Sidebottom <i>(Department Interim Chair)</i>	x2935 sidebottom@creighton.edu
Political Science & International Relations	Dr. Erika Moreno <i>(Department Chair)</i>	x2388 erikamoreno@creighton.edu
Psychological Science	Dr. Corey Guenther <i>(Department Chair)</i>	x3165 coreyguenther@creighton.edu
	Dr. Alicia Earl	x2146 aliciaklanecky@creighton.edu
Science and Medicine in Society	Dr. Andrew Hogan	x2376 andrewhogan@creighton.edu
Sustainability Studies	Dr. Jay Leighter	x2196 leighter@creighton.edu
Theology	Dr. Ashley Hall <i>(Department Chair)</i>	x4709 h.hall@creighton.edu
	Dr. Ronald Simikins <i>(Department Associate Chair)</i>	x2504 rsmkns@creighton.edu
Gender & Sexuality Studies	Dr. Sherianne Shuler	x2194 sherishu@creighton.edu
Outside of College Arts and Sciences		
Heider College of Business 3-3 Law & General	Ms. Charisse Williams <i>(Senior Assistant Dean)</i>	x2344 cwilliams@creighton.edu
	Ms. Whitney Eiden <i>(Assistant Dean)</i>	x2394 whitneyeiden@creighon.edu
	Dr. Matt Seevers <i>(Associate Dean)</i>	x2093 matt.seevers@creighon.edu
College of Nursing	Dr. Mary Kunes-Connell <i>(Senior Associate Dean)</i>	x2024 marykunes-connell@creighton.edu
	Dr. Julie Manz <i>(BSN Program Chair)</i>	x2057 jmanz@creighton.edu
Emergency Medical Services/Paramedicine PHX Campus	Dr. Mary Kunes-Connell	x2024 marykunes-connell@creighton.edu
	Dr. Helen Hurst	helenhurst@creighton.edu
School of Pharmacy & Health Professions (PRX, OT, PT)	Contact Admission Office and ask to speak to any available Admission Counselor	
Creighton University Physician's Assistant Program (PA)	Geri Horton	gerihorton@creighton.edu
Creighton University School of Dentistry	Garland Jarmon	garlandjarmon@creighton.edu
Creighton University School of Medicine	Ryan Wessel	ryanwessel@creighton.edu
Creighton University School of Law	BarbaraKaye Wright	barbarakayewright@creighton.edu
	Dexter Turner	dexterturner@creighton.edu
Accelerated Master's Programs (AMPs)	Eric Nordmeyer	x2703 ericnordmeyer@creighton.edu



Faculty and Advisor Resource Directory

Creighton
UNIVERSITY
Student Success

Office	Phone	Email	Location	Director	Website	Abbr.
Business Office	x2707	student accounts@creighton.edu	Harper Center, Ste 1100	Beth Friedman	https://www.creighton.edu/businessoffice	BO
Campus Ministry	x2779	Please call	Swanson LL	Robby Francis	www.creighton.edu/campusministry	CM
Center for Advising Resources and Support	x5566	CARS@creighton.edu	HLSB G06	Katie Larson	www.creighton.edu/advising	CARS
Center for Recreation and Wellness	x2848	recreation@creighton.edu	Kiewit Fitness Center 211	Jason Thornton	www.recreation.creighton.edu/	CREW
Center for Undergraduate Research and Scholarship	Please e-mail	curas@creighton.edu	WHSC 507C	Ashley Fricks-Gleason	creighton.edu/curas/undergradueresearch	CURAS
College of Arts and Sciences Dean's Office	x3990	ccasdean@creighton.edu	Eppley 212	Lisa Brockhoff	https://my.creighton.edu/ccas/student-resources	CCAS
College of Nursing Dean's Office	x5263	kimzuzenak@creighton.edu	Criss II 193D	Kimberly Zuzenak	https://www.creighton.edu/nursing/admittedstudents/traditional	CON
Community Standards and Student Conduct	x2775	community standards@creighton.edu	Creighton Hall 224	Desiree Nownes	https://www.creighton.edu/studentexperience/community/standards-conduct	

Faculty and Advisor Resource Directory

Office	Phone	Email	Location	Director	Website	Abbr.
Creighton Intercultural Center	x2459	cicjays@creighton.edu	Brandeis Hall B03	Mario Alejandre	www.creighton.edu/administration/cic	CIC
Financial Aid Office	x2731	finaid@creighton.edu	Harper Center, Ste 1100	Janet Solberg	https://www.creighton.edu/admission-aid/tuition-financial-aid/officefinancial-aid	FAO
Global Engagement Office	x2221	GlobalEngagement@creighton.edu	Creighton Hall, Ste 324	Lizzy Curran	www.creighton.edu/geo	GEO
Heider College of Business Dean's Office	x2850	CharisseWilliams@creighton.edu	Harper 3055	Charisse Williams	https://www.creighton.edu/business/about/faculty-staff/deans-officeadministration	HCBlh
John P. Fahey Career Center	x2722	CareerCenter@creighton.edu	Harper 1088	Jeremy Fisher	www.creighton.edu/careercenter	FCC
myIT	x1111	servicedesk@creighton.edu	Old Gym, First Floor	Submit ticket	https://doit.creighton.edu/	myIT
Office of Academic Success	x1212	academicsuccess@creighton.edu	RAL L-27	Kristy Feden	Academic Success (creighton.edu)	AS
Office of Title IX and Civil Rights Compliance	x4120	titleix@creighton.edu	Creighton Hall, Room 340	Allison Taylor	https://www.creighton.edu/general-counsel/title-ix-compliance	T9-CRC
Public Safety	Non-emergency x2104 Emergency x2911	Please call	Schneider Building	Kathy Gonzalez (<i>Interim</i>)	https://www.creighton.edu/admission-aid/tuition-financial-aid/officefinancial-aid	Pub Safe
Registrar	x2702	registrar@creighton.edu	Old Gym Suite 230	Melinda Stoner	www.creighton.edu/registrar	
Reinert Alumni Memorial Library	x2260	askus@creighton.edu	RAL	Michael Paulus	https://www.creighton.edu/academics/libraries	RAL

Faculty and Advisor Resource Directory

Office	Phone	Email	Location	Director	Website	Abbr.
Residential Life	x2717	living@creighton.edu	Swanson Hall 136	Frank Schleimer	https://www.creighton.edu/student-experience/housing	
Schlegel Center for Service and Justice	x1290	scsj@creighton.edu	Lower Becker	Ken Reed-Bouley	www.creighton.edu/scsj	SCSJ
Student Accessibility Services	x2166	SAS@creighton.edu	Old Gym 4th Floor		https://www.creighton.edu/student-success/student-accessibilityservices	SAS
Student and Family Support	x1212	family@creighton.edu	RAL L-27	Anne DeLuca	https://www.creighton.edu/student-success/student-family-support	OSFS
Student Counseling Services	402.280.CALM	Please call	Markoe Hall	Jennifer Peter	www.creighton.edu/studentexperience/wellness/health-andcounseling/student-counselingservices	SCS
Student Health Education and Compliance	x2735	studenthealth@creighton.edu	KFC 225		https://www.creighton.edu/student-experience/wellness/health-andcounseling/student-healtheducation-and-compliance	SHEC
Student Leadership and Involvement Center	x1715	slic@creighton.edu	Skutt Student Center 120	Sarah Giacomini	https://cuinvolved.creighton.edu/organization/slic	SLIC
Student Transitions	x5507	newjays@creighton.edu	Skutt Student Center	Kailyn Tauber	https://www.creighton.edu/student-experience/new-students	NSO
Tell Someone	x4400	www.creighton.edu/safety/tellsomeone			www.creighton.edu/safety/tellsomeone	
The Success Center	x1212	success@creighton.edu	RAL L-27	Mary Ann Tietjen	https://www.creighton.edu/student-success	TSC
TRIO Student Support Services	x2749	SSSinfo@creighton.edu	Old Gym 203	Shirleena Terrell	https://www.creighton.edu/student-success/trio/studentsupportservices	SSS

Frequently Search Resources

When you have a question about this topic	Contact this Creighton resource
AP (Advanced Placement) or IB (International Baccalaureate) credit	College dean's offices evaluate credit, Registrar's office processes credit
Academic Actions (probation/dismissal)	College dean's office
Academic Actions (probation/dismissal)	College dean's office
Change of college	Current college dean's offices
Internships	John P. Fahey Career Center
Language Placement	See Modern Languages and Literatures website, www.creighton.edu/arts-sciences/modernlanguages/placementcompetencyexam
Math Placement	By ACT. Incoming students have access to optional Blueline test. Questions, Nathan Pennington, nathanpennington@creighton.edu
Overrides	Department
→ Parent questions	Office of Student and Family Support
Pre-health advising	Center for Advising Resources and Support
Pre-law, 3-3 Law	Center for Advising Resources and Support
Readmits	Undergraduate Admissions Office
Research	Center for Undergraduate Research
Tutoring/Academic Coaching/Probation Programs	Office of Academic Success
Study Abroad	Global Engagement Office
Transcripts	Office of the University Registrar
Transfer/Transient credit	College Dean's Offices

Office of Student and Family Support

Get to Know the Office of Student and Family Support (OSFS)

Supporting Students. Empowering Families. Removing Barriers.

As part of Creighton's commitment to student success, the **Office of Student and Family Support (OSFS)** takes a holistic approach to helping students thrive academically, socially, emotionally, and spiritually. Our team is here to support **all students, parents, and families** throughout the Creighton journey.

What We Do for Students

We proactively partner with students to:

- Problem-solve challenges that arise throughout their college experience
- Promote a strong sense of belonging on campus
- Collaborate with families to build a support network
- Eliminate barriers that could impact a student's ability to persist and graduate
- **Manage the Student Emergency Fund** (Up to \$500 in short-term assistance for qualifying students)
[Apply for Emergency Funds](#)

We also manage **retention and student care alerts** through *Creighton Connect*.

- Faculty and staff are encouraged to **raise an alert** when you're concerned about a student
- The OSFS team reviews each alert and determines the best next steps for care and outreach

How We Support Families

We keep parents and families connected to campus life and resources by:

- Hosting interactive **Bluejay Family Live Panels**
- Sending the **Bluejay Family Newsletter** with timely updates
- Offering ongoing access to the **Bluejay Family Portal**
- Answering questions and concerns through the **Success Desk** (Email: Success@creighton.edu | Phone: 402-280-1212)
- Families can activate their **Bluejay Family Portal** account by visiting Creighton's activation page. This interactive portal offers personalized news, deadline reminders, and more—with options for weekly or monthly updates.

Why It Matters

College is a time for discovery—and sometimes that journey includes challenges, from changing majors to struggling with connection or purpose. The OSFS team is here to guide students through those moments and help them find their path forward.

Whether it's academic stress, financial hardship, or a need for more connection, our office is here to help students **overcome obstacles, reach their goals, and thrive**.

Location: Lower Reinert Alumni Library

Students, parents, faculty and staff may reach out to The Success Desk
Call: 402-280-1212 OR Email: Success@creighton.edu

DEGREE WORKS

Degree Works is an important advising tool located in the NEST under the Advisor Menu. See Degree Works Responsive Dashboard. Degree Works shows an individual student and the advisor all university, college, and major requirements for graduation. This allows advisors, and students, to track academic progress toward a degree. The What-If function permits the advisor or student to temporarily change the degree, major(s), and/or minor(s) to allow the user to review, or explore, requirements for other majors. It is very important every student understands how to use Degree Works so the student can “track” their academic progress and degree progression.

Once you are logged into the NEST:

1. Click on Advisor Menu
2. Select “Degree Works Responsive Dashboard”
3. Select the student’s name from the drop-down arrow of your list of advisees.
4. Information for your student will appear.
5. View requirements to see completion of requirements and requirements still needed.

The What-If option is located on the left side of the page, above Student View.

Frequently Asked Questions:

- I don’t see my advisee listed in Degree Works.
 - Contact Dana Suntken in the Registrar’s Office, danasuntken@creighton.edu or x2675
- I’m meeting with a student who is not my advisee but would like to access their Degree Works for our meeting.
 - Ask the student to share their Degree Works with you (the views are the same) or
 - Contact Dana Suntken in the Register’s Office, danasuntken@creighton.edu or x2675
- My student has taken Class A and the department has allowed Class A to count for Class B in the requirements. How do I make that show?
 - Click on the three dots in the upper right corner and click “Petition” – fill out the form and click submit.
 - Questions about the form should be addressed to Marie Angele in the Registrar’s Office, marieangele@creighton.edu or x4023
- What if I want to see a list of all completed courses all neatly compiled by term?
 - Click on the three dots in the upper right corner and click on “Course History”.

Creighton UNIVERSITY

WORKSHEETS EXCEPTIONS PLANS ADMIN

Worksheets

Data refreshed 03/26/2024 11:22 PM

Student ID [REDACTED] Name [REDACTED] Degree BA or BS Degree Seeking

Advanced search

Level Undergraduate Classification Sophomore Major UBIQ Program BA or BS Deg Seeking:Magis Core College College of Arts and Sciences

Admission Term Fall 2023 Expected Grad Date 15-MAY-27 Advisors [REDACTED]

Academic What-If

GPA Calculator

Course History

Petitions

Notes

CreightonConnect Note Protocol

Center for Advising Resources & Support | Creighton University

Last updated: 4.15.25

Overview

CreightonConnect is Creighton's advising records system. It allows advisors and other Creighton professionals a system for communicating and documenting our work on behalf of students. It provides real-time information to Creighton professionals working across campus who provide vital academic, financial, and other supports to our students. It also results in a record of our high-touch, high-support efforts for our students.

The following note protocol was developed by the Center for Advising Resources & Support in collaboration with the Office of General Counsel to help inform and guide faculty and staff utilizing the CreightonConnect.

Should I have access to information?

- Under FERPA, student information may be disclosed to school officials deemed to have a legitimate educational interest (34 C.F.R. § 99). The regulation does not narrowly define "school officials," but views this broadly. Faculty, staff and administrators should only access records of students where that information is necessary to perform a job duty.
- Anyone with access to CreightonConnect has received general approval from their Dean's Office and/or divisional area supervisor and will be asked to complete FERPA training via Bridge on a scheduled basis as determined by the Office of General Counsel. Any actual, specific access to a student's file should be done within the confines of the official's actual job duties. If a school official has any doubts as to whether their access of a student's record is within the scope of their job duties, they should ask the Office of the General Counsel, the University Privacy Officer, or the Registrar.
- If there is ever a concern of misuse, CreightonConnect allows the University to audit access to files and keeps a record of any changes made.

Can I put that in a note?

- Be concise and make reasonable decisions, but it is always okay to report what a student states verbally, wrote in an email, or what a faculty or staff member observed with a student.
- It is okay to mention referrals such as Student Health Education & Compliance, Student Counseling Services, and Student Accessibility Services.
- Notes are a memory jog – put in enough information so that you can remember the issue or situation.
- Value judgments and predictions likely don't belong in notes.

I make health/mental health referrals – does HIPAA apply?

- No. HIPAA applies to information received, used, or created by a healthcare provider. When you write a note with health information, FERPA applies. That means the information is confidential, just like grades and other student information.
- Student Health Education and Compliance, Student Counseling Services, and the Office of Community Standards and Student Conduct, and Student Accessibility Services do not keep their

summary notes in CreightonConnect. Those offices can acknowledge receipt and close referrals, so that those referring know the hand off is complete.

I see a health alert on my advisee. Is that information that I should access?

- Yes, you should access that alert as you prepare for advising, as it may inform your help for that student. Remember, like all student information, student health information accessed for advising purposes, is confidential and may not be used for reasons unrelated to your duties as an advisor.

What if I am late or forget to follow-up on a Task or Alert?

- Am I liable? Probably not. Individual liability is not likely absent facts such as a deliberate disregard of a known job duty. Creighton may be liable, however, if your inaction means the University failed to fulfill a duty to a student or other member of our community. That risk of liability shouldn't be the reason you act for our student, but it is a good reason to document your actions. We need your documentation to prove everything that has been done to our students. Sometimes we all need a reminder. If you are sending a task or an alert and don't hear back, sending a gentle nudge helps others with follow-up, too.

Mental Health Information

Signs and Symptoms

Academic Signs

- Chronic absence from class, lack of communication
- Marked deterioration in quality of academic work, e.g., good work at the beginning of the semester and then very poor work
- Excessive procrastination, e.g., repeated re-scheduling of examinations, requests for extensions on written work
- Burdensome dependency, e.g., hanging around your office
- Alarming content in written work or class discussions, e.g., personalized suicidal preoccupations, bizarre thought processes

Personal/Behavioral Signs

- Unusual deterioration in hygiene or physical appearance
- Unruly or aggressive behavior
- Obvious depression or sadness, beyond the norm
- Significant gain/loss of weight or extreme thinness
- Bizarre or strange behavior or thoughts
- Unusual mood changes or withdrawal from social involvement
- Excessive worry or high anxiety
- References to suicide

What You Can Do!

Suggestions for initial interaction

- Make an **appointment** with the student to meet you in your office where you can talk in private.
- Mention a **positive** quality along with the reasons for your concerns. For example, "Your work was good at the beginning of the semester, but lately; I have noticed a change..."
- **Listen** carefully to the student, make eye contact.
- **Follow up.** Set a time to meet the student again.
- Do not be surprised or discouraged if the student resists your help.

When to Refer

- If there are references to **suicide** or hopelessness
- If the student's behavior is **alarming** to you
- If the initial signs or symptoms were beyond your level of expertise
- If there is no change, or a **worsening** of the situation, after your initial efforts to help
- If you feel there are **personality** differences between you and the student that interfere with the student's progress
- If the student is **reluctant** to discuss the problem with you
- You can also access Creighton's "**Tell Someone**" website to report concerning behaviors
- Raise a Mental Health/Wellbeing flag in Creighton Connect and someone will follow up with the student

How to Make a Referral

- Tell the student the reason for your wanting them to make an appointment at Counseling Services.
- Be sure and discuss the confidentiality of Counseling Services. No one outside the Center will know that an individual is in counseling unless the student tells them or signs a release of information form at Counseling Services. If you want to know if the student keeps the appointment, ask the student to sign the form at Counseling Services or follow up with the student directly. Assure the student that information about counseling does not appear on any academic records.
- Suggest that the student call or come in to make an appointment. Give the Center's phone number **(402) 280-2256 (CALM)** and location: **Markoe Hall (next to the Old Gym)**
- If you want to be sure that the student makes an appointment, you can offer to phone Counseling Services while the student is in your office. The person who answers the phone at Student Counseling Services can schedule an appointment.
- If the situation seems urgent, call and say that "the student needs an appointment immediately." Ask for a Crisis Appointment. The Associate Director for Student Care and Outreach or another counselor will see them the same day.
- Sometimes it is useful or necessary for you to walk the student over to Counseling Services. If this is necessary, you should notify Counseling Services that you are walking over, so that a professional can arrange to meet with the student as soon as possible.
- If you are uncertain how to handle a situation, call Counseling Services and consult with one of the counseling professionals or call the Associate Director for Student Care and Outreach directly at 402-280-3271. Do **not** email about a crisis but rather call and talk to someone at Student Counseling Services directly.
- Counseling Services welcomes the opportunity to work with faculty and staff for consultations as well!

Emergencies and After Hours

- Crisis intervention is a service offered to students who are in serious, immediate emotional/mental distress.
- If your student is in a psychological crisis, visit or call Counseling Services during regular business hours at (402) 280-2256 (CALM) and tell the front desk staff you have an emergency and are requesting a Crisis Appointment.
- After hours during the week or on weekends, you may call the After-Hours Crisis Line by calling the main line, (402) 280-2256 and choosing the after-hours crisis line option to speak to a counselor. They know how to reach Public Safety or the Counselor on Duty for emergent situations. The Counselor on Duty does NOT do phone therapy but rather assists as a consultant to staff or faculty on distressing matters and advises how to proceed accordingly.
- If this emergency is on campus and is after hours, Public Safety (402) 280-2911, the After-Hours Crisis Line, or the Counselor on Duty will advise the staff and/or faculty and may possibly call on the Associate Director for Student Care and Outreach to come down to campus and further assess the situation in person.
- If the emergency is off campus, Omaha Police Department can be contacted to do a well-person check.
- Please remember and refer students to 988 and text HELLO to 741741 for additional crisis resources.



Mental Health First Aid Resources

If you or someone you care about feels overwhelmed with emotions like sadness, depression or anxiety, or like you want to harm yourself or others call 988 or one of the national crisis resources below.

National Crisis Resources

National Suicide Prevention Lifeline: 988

This is a crisis hotline that can help with many issues, not just suicide. For example, anyone who feels sad, hopeless, or suicidal; family and friends who are concerned about a loved one; or anyone interested in mental health treatment referrals can call the Lifeline. Callers are connected with a professional nearby who will talk with them about what they are feeling or concerns for other family and friends. Call the toll-free Lifeline, 24 hours/day, 7 days/week.

Crisis Text Line

Text “HOME” to 741741

Available 24/7, 365 days a year, this organization helps people with mental health challenges by connecting callers with trained crisis volunteers who will provide confidential advice, support, and referrals if needed.

Lifeline Crisis Chat

www.crisischat.org

Visit www.crisischat.org to chat online with crisis centers around the United States.

The Trevor Project

Call 866-488-7386 or Text “START” to 678678

<https://www.thetrevorproject.org>

Trained counselors available 24/7 to support youth who are in crisis, feeling suicidal, or in need of a safe and judgment free place to talk. Specializing in supporting the LGBTQI+ community.

Substance Abuse and Mental Health Services Administration’s (SAMHSA) Disaster Distress Helpline

Call 1-800-985-5990 or text TalkWithUs to 66746 to connect with a trained crisis counselor.

<https://www.samhsa.gov/find-help/disaster-distress-helpline>

SAMHSA's Disaster Distress Helpline provides 24/7, 365-day-a-year crisis counseling and support to people experiencing emotional distress related to natural or human-caused disasters.

Finding a Behavioral Health Provider

The National Council for Behavioral Health

<https://www.thenationalcouncil.org/providers/?region=>

Search for organizations that are committed to providing mental health services to anyone in the community who needs it regardless of their ability to pay.

Substance Abuse and Mental Health Services Administration

[https://www.samhsa.gov/find-help.](https://www.samhsa.gov/find-help)

SAMHSA provides information on mental health services and treatment centers through an online service locator. You can search by your location, whether or not they provide services for youth, payment options (private insurance, cash, or something else), languages spoken, etc.

Additional Resources for Mental Health First Aiders

Mental Health First Aid USA

<https://www.mentalhealthfirstaid.org/mental-health-resources/>

The Mental Health First Aid website has additional resources related to the most common mental disorders.

**Child Welfare Information Gateway's Mandatory Reporters of Child Abuse and Neglect:
Summary of State Laws**

www.childwelfare.gov/systemwide/laws_policies/state/index.cfm

This summary will also tell you whether you are required to report by law and specific statute information for a particular state.

Faculty/Staff: How to Help a Grieving Student

What it is

Young adults usually have experienced the loss of older relatives (grandparents) or the death of acquaintances. But loss to death of a parent or close friend is less frequent. The death of a parent or close friend is experienced as uniquely brutal, unfair, and confusing. They have experienced something that their peers may not have experienced. Friends often do not understand how to be helpful. College students are between two worlds, one foot still planted at home, the other stepping toward the future. The death of a parent or close person hits both their younger selves, and their older selves. The death may shake the foundations of a young adult's faith in God, shake their understanding of what is right, of how the world is supposed to work.

What You Might See

- Numbness, confusion, spacey-ness, empty, helpless
- Sadness and tears
- Fear and anxiety
- Loss of energy, fatigue, loss of direction, loss of appetite
- Poignancy and impatience with the trivial
- Difference and estrangement from friends, loneliness
- Irritability or anger, over-reacting to small things
- Pretending the loss didn't happen for a time (expecting the phone to ring)
- Regret or guilt (for things unsaid or undone)

How You Can Help

- Listen more, talk less
- Sharing but not leaning
- Touching and hugging
- Small, thoughtful, thinking-of-you gestures (cards and prayers)
- Practical offers of help (class notes, studying together, errands)
- Reaching out – smiles and hello's
- Reaching out and including – offers to join us
- Asking what is needed and listening to the answer
- Patience and understanding because grief takes time, more than you think
- Steadiness, because grief comes and goes

What to Avoid

- Advice unless asked for
- Clichés (even well-intentioned clichés)
- Feel good encouragement (let them feel what they feel)

Things to Remember

- Grief is individual – allow them to experience it in their time, in their way
- Be kind
- Take care of yourself
- Give yourself and others time and grace

Resources

Student Counseling Services

- 402-280-2256 (CALM) – assistance available 24/7
- Therapy Assistance Online – us.taoconnect.org (free to all our students/faculty/staff)

Campus Ministry

- 402-280-2591

Collective for Hope (external resource)

- thecollectiveforhope.org
- 402-502-2773

When a person is grieving, we experience our common vulnerability as human beings. We cannot take a person's pain away. We must remember that we are not called to bear their pain for them. Indeed they may experience their pain, mysteriously, as a tribute to the person that died. They may not want their pain to be taken away or quickly diminished. A person must work out his/her feelings about the person who died, by thinking and talking, over time. We may be reminded of our own losses. Or we may fear that we could not handle the pain of their loss if it were ours. Faith in God may be shaken by the death, for our friend, and for us as well. As we reflect on the demands of relationship, we should try to remember what almost every faith tradition teaches: that God calls us to stand by one another, to listen to one another, to hold one another, to be present to each other, at all times, but especially in the face of death.

Jesuit & Catholic Educational Mission

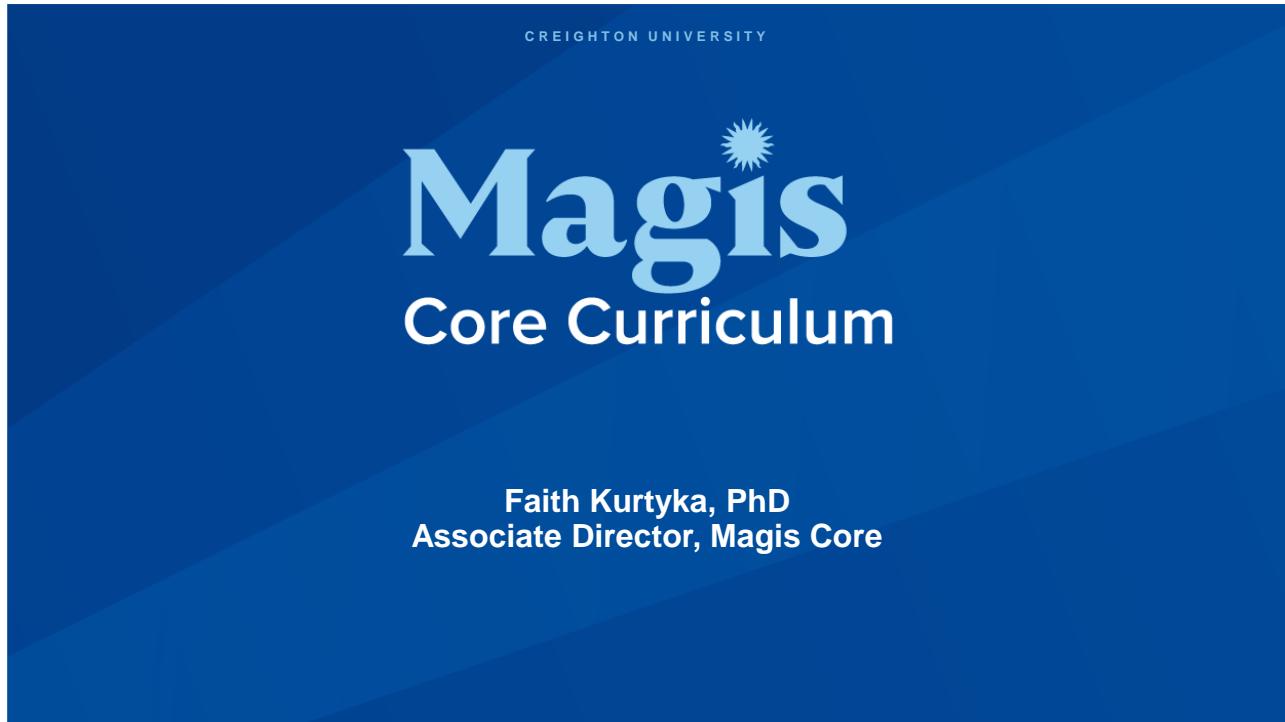
And the Magis Common Core Curriculum

The Magis Common 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.

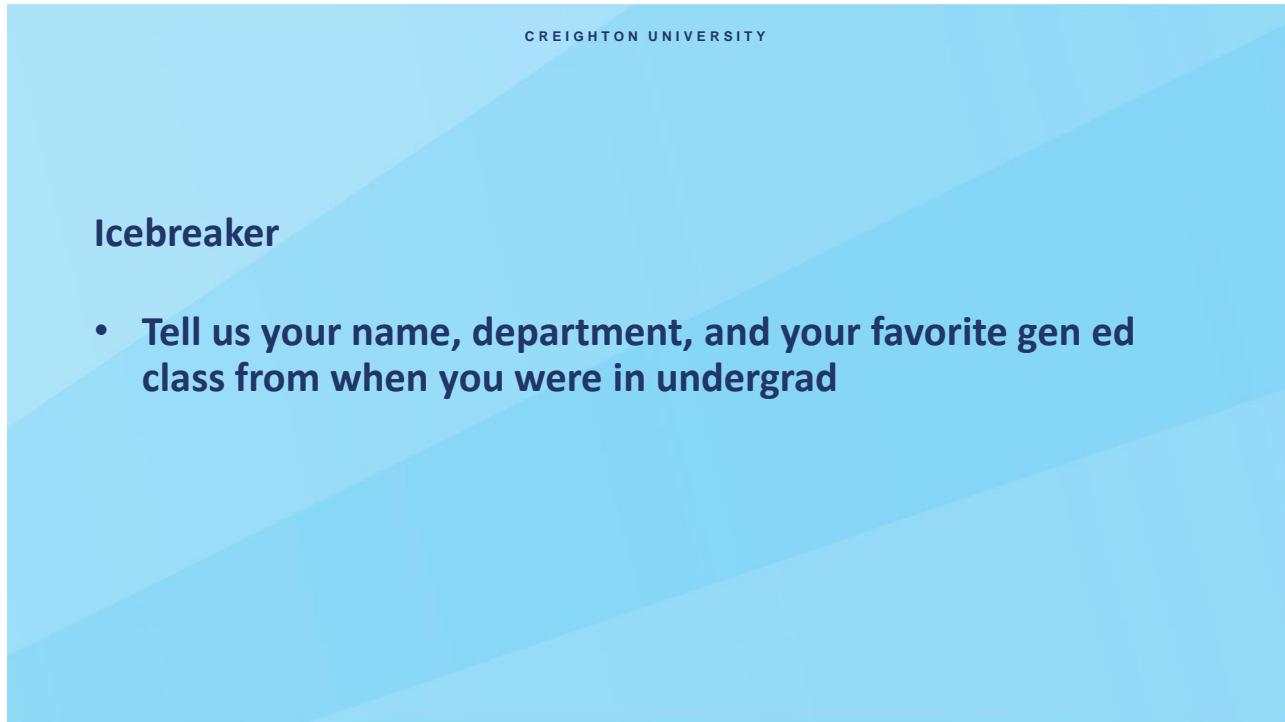
As Catholic, the Magis Common Core provides a framework to challenge students to pursue truth in all forms through the living tradition of the Catholic Church. As Jesuit, the Magis Common Core is deeply rooted in Ignatian values and the Jesuit intellectual tradition, engaging students through intimate learning communities in critical dialogue about the ultimate questions of life.

The components that constitute the Magis Common 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.

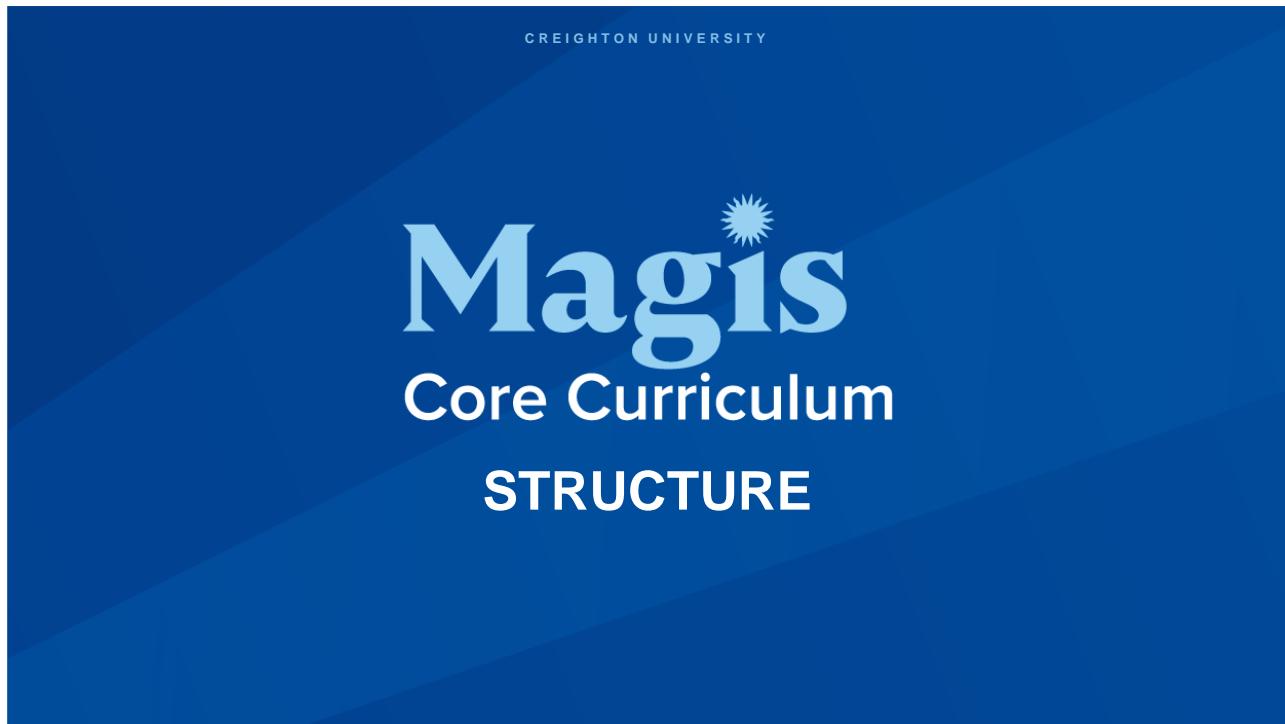
The Magis Common Core promotes students’ ethical reasoning and critical thinking, and prepares students to respond to life’s challenges with discerning intelligence and thoughtful reflection. Committed to the inherent worth and dignity of each person, students gain an appreciation of ethnic and cultural diversity in all its forms, and develop a commitment to exploration of transcendent values and the promotion of justice.



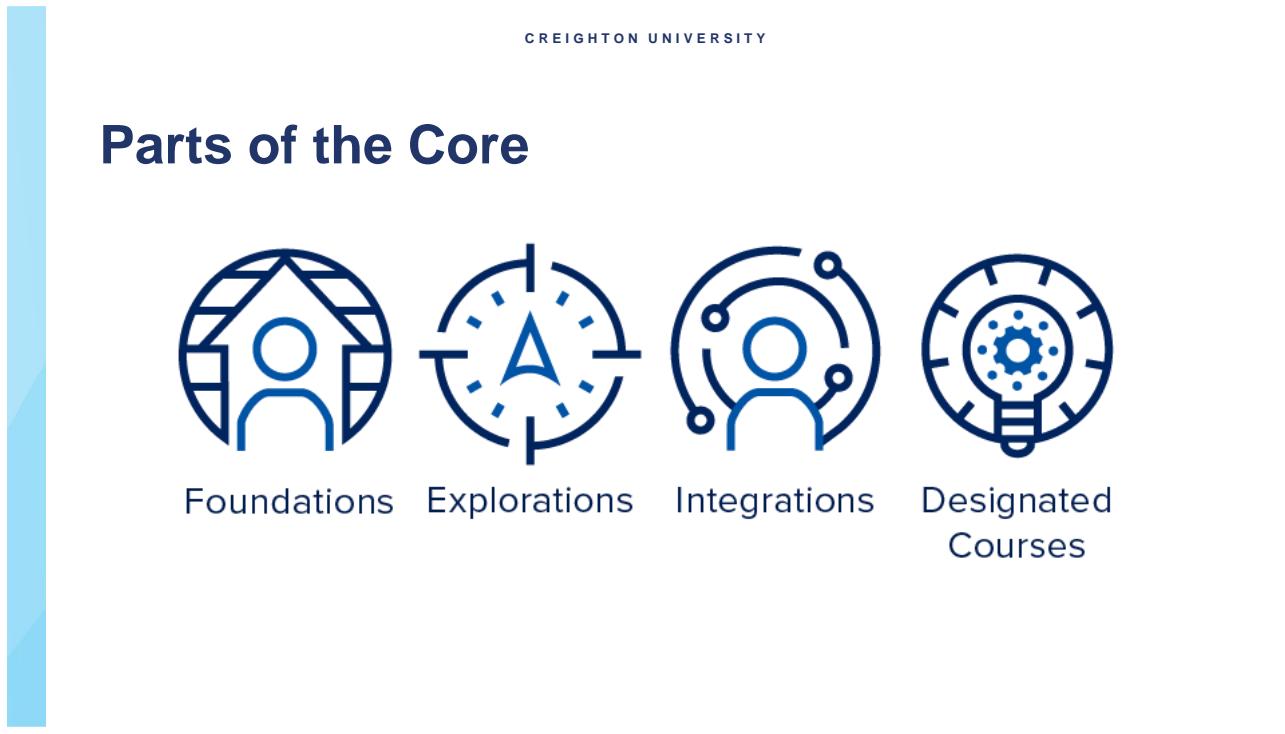
1



2



3



4



CREIGHTON UNIVERSITY

1. Foundations Components (6 Components, 15 Credit Hours)

Contemporary Composition

Critical Issues in Human Inquiry

Oral Communication

Mathematical Reasoning

Philosophical Ideas

The Christian Tradition

5



CREIGHTON UNIVERSITY

2. Explorations Components (6 Components, 17 Credit Hours)

Ethics

Fine Arts*

Foreign Language*

Global Perspectives in History

Literature

The Biblical Tradition

Understanding Natural Science

Understanding Social Science

6



CREIGHTON UNIVERSITY

3. Integrations Components (1 Component, 3 Credit Hours)

Doing Natural Science*

Doing Social Science*

Intersections

Ultimate Questions*

7



CREIGHTON UNIVERSITY

4. Designated Courses (5 Courses, 0 Additional Credit Hours)

Designated Ethics

Designated Oral Communication

Designated Statistical Reasoning

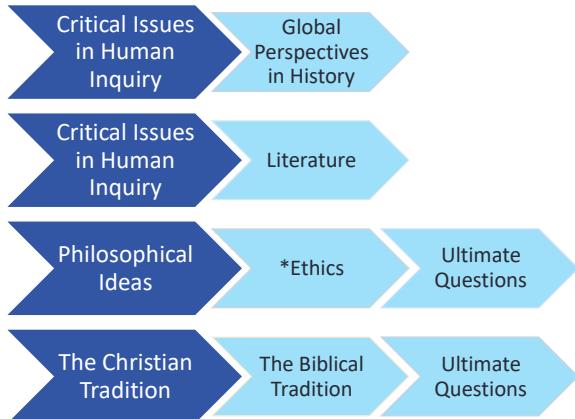
Designated Technology

Designated Written Communication

8

CREIGHTON UNIVERSITY

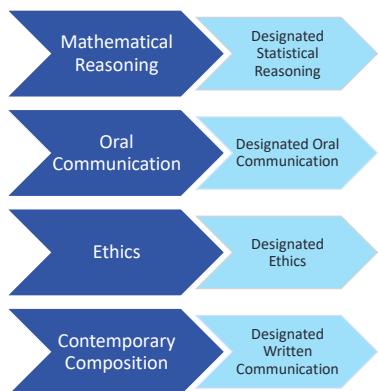
Explorations & Integrations Prerequisites



9

CREIGHTON UNIVERSITY

Designated Courses Prerequisites



10

Messaging the Core:

STOP saying

1. “Checklist”
2. “Well-rounded”
3. “Out of the way”
4. “Eat your vegetables”

Hey Dr. K

As you watch the film, consider: **How might you address these students' complaints through your course, your teaching, or your advising?**

START SAYING:

- The core is *designed* (like a gourmet 5-course meal instead of a cafeteria buffet)
- The core is *built with a purpose* (like a staircase or house)
- The core goes *somewhere* (like a journey)
- The core *complements* students' major(s)

11

When faculty talk about the Magis Core:

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 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

1. The person with the birthday closest to today is going to be the ADVISOR.
2. The other person is going to be the GRUMPY FRESHMAN.
3. The advisor should explain one of the bulleted goals to the grumpy freshman.

12

CREIGHTON UNIVERSITY



Magis

Core Curriculum

**What ideas do you have for messaging the core?
How have you convinced students/faculty that core
classes are valuable?**

Magis Core Curriculum

- New courses are added to the Magis Core on a regular basis.
- Refer to catalog (see link) for the most current list of classes that satisfy core requirements

<http://catalog.creighton.edu/undergraduate/undergraduate-curriculum-degree-requirements/>

- Refer to the NEST, and search by Attribute Type, for the list of Magis Core courses offered each semester.

Undergraduate Curriculum and Degree Requirements

University Learning Outcomes

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

Undergraduate Degree Requirements

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

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

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

Magis Common Core Curriculum

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

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

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

The Magis Core Curriculum is organized into four levels, with various Components in each level. Each College may designate additional College Core Components. Students must earn the designated number of credits in each Common Core and College Core categories using approved courses.

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

Magis Common Core Curriculum			
Foundations	Explorations	Integrations	Designated Courses (1 course each)
Contemporary Composition (3 credits)	Understanding Natural Science (2 credits)	Intersections (3 credits)	Designated Ethics
Critical Issues in Human Inquiry (3 credits)	Understanding Social Science (3 credits)	Doing Natural Science (4 credits) Doing Social Science	Designated Oral Communications
Oral Communication (1 credit)	Global Perspectives in History (3 credits)	(3 credits) Ultimate Questions (3 credits)	Designated Written Communication
Mathematical Reasoning (2 credits)	Literature (3 credits)		Designated Statistical Reasoning
Philosophical Ideas (3 credits)	Ethics (3 credits)		Designated Technology
The Christian Tradition (3 credits)	The Biblical Tradition (3 credits)		

Foundations

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

study of theology; and (c) thinking critically about thinking itself through the study of philosophy. The Foundations components should normally be completed within the first year of undergraduate study.

Contemporary Composition (3 credits)

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

Critical Issues in Human Inquiry (3 credits)

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

Oral Communication (1 credit)

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

Mathematical Reasoning (2 credits)

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

Philosophical Ideas (3 credits)

The Philosophical Ideas component explores philosophical ideas about the nature of reality, the scope of human knowledge, and the nature of a good human life through the study of primary

philosophical texts. Students will study the theories and concepts that philosophers of the Western tradition have used to explore such ideas. The course will culminate in students' developing and defending their own answers to some of the philosophical questions explored in the course. PREREQUISITE: None. Consult the [Foundations Course List](#) for a complete list of Philosophical Ideas courses.

The Christian Tradition (3 credits)

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

Explorations

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

Ethics (3 credits)

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

Global Perspectives in History (3 credits)

The Global Perspectives in History component will introduce students to the distinctive disciplinary methods of historical inquiry with the intention of guiding them toward the ability to explain how significant historical developments have shaped human societies and cultures. Global Perspectives in History courses will offer a broad view of the past that supports an examination of change and continuity over a significant period of time; link particular regions

with larger chronological and geographical trends in history; and analyze a combination of relevant thematic concerns such as race, gender, nation, politics, and economy. PREREQUISITE: Critical Issues in Human Inquiry course. Consult the [Explorations Course List](#) for a complete list of Global Perspectives in History courses.

Literature (3 credits)

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

The Biblical Tradition (3 credits)

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

Understanding Natural Science (2 credits)

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

Understanding Social Science (3 credits)

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

Integrations

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

Intersections (3 credits)

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

Designated Courses

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

Designated Ethics (0 additional credits)

Courses that receive a designation in ethics will develop and integrate ethical thinking in a chosen academic discipline, profession, or sphere of responsibility. Each such course will

involve at least one significant assignment that requires structured ethical reflection on some dimension of the student's current or future projects. PREREQUISITE: Ethics course. Consult the [Designations Course List](#) for a complete list of Designated Ethics courses.

Designated Oral Communication (0 additional credits)

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

Communication course. Consult the [Designations Course List](#) for a complete list of Designated Oral Communication courses.

Designated Statistical Reasoning (0 additional credits)

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

Designated Technology (0 additional credits)

Designated Technology courses will involve intensive instruction and the application of technology in solving problems within a discipline. Each such course will involve at least one significant assignment or project that utilizes technology as an essential tool for information gathering, analysis, and presentation. Beyond the simple use of a search engine or word processing program, students will effectively use discipline-specific software tools, as appropriate, and reflect on the role of technology in that discipline. In conjunction, students will explore the power and limitations of technology in both professional and societal terms. PREREQUISITE: None. Consult the [Designations Course List](#) for a complete list of Designated Technology courses.

Designated Written Communication (0 additional credits)

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

College of Arts & Sciences Magis 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 student's liberal education, which, together with their major and electives, ensures that their education has both the depth and the breadth to engage the world with insight, creativity, and ethical vision.

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

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

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

While Creighton's education in the liberal arts and sciences shares much with the goals and aspirations of other institutions of higher learning, it also has unique textures and perspectives because of its profound rootedness in the centuries-old Jesuit intellectual tradition. As a Catholic university, Creighton insists on the God-given dignity of each and every human person and on the fundamental hospitality of faith and reason. It calls on students to grapple with

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

Magis Common Core Curriculum Requirements

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

Foundations	Explorations	Integrations	Designated Courses (1 course each)
Contemporary Composition (3 credits)	Understanding Natural Science (2 credits)	Intersections (3 credits)	Designated Ethics
Critical Issues in Human Inquiry (3 credits)	Understanding Social Science (3 credits)		Designated Oral Communications
Oral Communication (1 credit)	Global Perspectives in History (3 credits)		Designated Written Communication
Mathematical Reasoning (2 credits)	Literature (3 credits)		Designated Statistical Reasoning
Philosophical Ideas (3 credits)	Ethics (3 credits)		Designated Technology
The Christian Tradition (3 credits)	The Biblical Tradition (3 credits)		
	Fine Arts (3 credits)	Doing Natural Science (4 credits)	
	Foreign Language	Doing Social Sciences (3 credits)	
		Ultimate Questions (3 credits)	

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

Explorations

Fine Arts (3 credits)

~Required of Arts & Sciences students only

The Fine Arts component will provide students with the opportunity to engage in the arts through creative processes as well as through formal study to explore non-linear modes of thinking, problem-solving, and expression. PREREQUISITE: None. Consult the Explorations Course List (<http://catalog.creighton.edu/undergraduate/undergraduate-curriculum-degree-requirements/#explorationscourselisttext>) for a complete list of Fine Arts courses.

Foreign Language (4 credits)

~Required of Arts & Sciences students only

The Foreign Language component may be satisfied by the demonstration of basic competence in a modern or ancient language. Students of modern languages are introduced to the essential elements of basic communication in the four language skills (speaking, listening, reading and writing). Students of ancient languages focus on reading skills while writing, speaking, and listening skills are developed to a much smaller degree. PREREQUISITE: None. Consult the Explorations Course List (<http://catalog.creighton.edu/undergraduate/undergraduate-curriculum-degree-requirements/#explorationscourselisttext>) for a complete list of Foreign Language courses.

Integrations

Doing Natural Science (4 credits)

~Required of Arts & Sciences students only

This component consists of a three-credit lecture course including fundamental concepts and methods of a particular scientific field, with a co-requisite one-credit laboratory in which students have an experience of scientific investigation and communication. PREREQUISITE: Understanding Natural Science course. Consults the Integrations Course List (<http://catalog.creighton.edu/undergraduate/undergraduate-curriculum-degree-requirements/#integrationscourselisttext>) for a complete list of Doing Natural Science courses.

Doing Social Science (3 credits)

~Required of Arts & Sciences students only

The Doing Social Science component is designed to further students' knowledge of society and human nature within a social scientific discipline. Students will apply their knowledge of social scientific methods (quantitative or qualitative) in order to interpret social science data as related to specific social science questions and to critique social scientific studies.

PREREQUISITE: Understanding Social Science course. Consult the Integrations Course List (<http://catalog.creighton.edu/undergraduate/undergraduate-curriculum-degree-requirements/#integrationscourselisttext>) for a complete list of Doing Social Science courses.

Ultimate Questions (3 credits)

~Required of Arts & Sciences students only

This component explores ultimate questions about some of the deepest and most mysterious dimensions of human experience: e.g., the existence and nature of God, the nature and ultimate destiny of the human person, the nature of the cosmos and humanity's place within it, the search for salvation and the pursuit of holiness, the nature of religion and religious experience. No Jesuit education is complete without such a sustained grappling with these ultimate realities. PREREQUISITES: Philosophical Ideas course, The Christian Tradition Course, and The Biblical Tradition course. Consult the Integrations Course List (<http://catalog.creighton.edu/undergraduate/undergraduate-curriculum-degree-requirements/#integrationscourselisttext>) for a complete list of Ultimate Questions courses.

Note that if a Theology course is used to fulfill Magis Core Explorations: Ethics, then a Philosophy course must fulfill the Ultimate Questions component.

COURSE CHECKLIST

Applies to students in the College of Arts & Sciences, Heider College of Business, and College of Nursing. Note: All credit hour listings are minimum number of hours required to satisfy the component.

I. Foundations Level (6 components, 15 hours for all students); Typically completed in the first year of study, with the exception of Mathematical Reasoning



- 1CCC Contemporary Composition** (3 hrs) _____
- 1CHI Critical Issues in Human Inquiry** (3 hrs) _____
- 1COC Oral Communication** (1 hrs) _____
- 1CMR Mathematical Reasoning** (2 hrs) _____
- 1CPI Philosophical Ideas** (3 hrs) _____
- 1CCT The Christian Tradition** (3 hrs) _____

II. Explorations Level (6 components, 17 hours for all students, with an additional 2 components, 6 hours for Arts & Sciences students only); Typically completed during students' first two years



- 2CET Ethics*** (3 hrs, PreReq: 1CPI) _____
- 2CGH Global Perspectives in History** (3 hrs, PreReq: 1CHI) _____
- 2CLT Literature** (3 hrs, PreReq: 1CHI) _____
- 2CBT The Biblical Tradition** (3 hrs, PreReq: 1CCT) _____
- 2CUN Understanding Natural Science** (2 hrs) _____
- 2CUS Understanding Social Science** (3 hrs) _____
- 2AFA Fine Arts** (3 hrs, CCAS Only) _____
- 2AFL Foreign Language** (3 hrs, CCAS Only) _____

III. Integrations Level (1 component, 3 hours for all students, with an additional 3 components, 10 hours for Arts & Sciences students only); Typically completed during students' third and fourth years



- 3ADN Doing Natural Science** (4 hrs, CCAS Only, PreReq: 2CUN) _____
- 3ADS Doing Social Science** (3 hrs, CCAS Only, PreReq: 2CUS) _____
- 3AUQ Ultimate Questions*** (3 hrs, CCAS Only, PreReq: 1CPI, 1CCT, 2CBT) _____
- 3CIS Intersections** (3 hrs, PreReq: 1CHI & SR Standing) _____

IV. Designated Courses (5 courses, 0 additional hours) Typically completed within students' major programs of study



- 4CET Des. Ethics** (PreReq: 2CET) _____
- 4COC Des. Oral Comm** (PreReq: 1COC) _____
- 4CSR Des. Statistical Reasoning** (PreReq: 1CMR) _____
- 4CTC Des. Technology** _____
- 4CWC Des. Written Comm.** (PreReq: 1CCC) _____

* At least one Ethics or Ultimate Questions must be satisfied by a Philosophy course.

Magis Core Curriculum Transfer Credit Policy

Adopted January 7, 2014 by the Magis Core Curriculum Committee

Policy

In order to satisfy specific requirements of the Magis Core Curriculum, transfer courses must satisfy the following two criteria:

1. The transfer courses must satisfy the learning objectives of the Magis Common Core Curriculum requirement in question; and
2. The transfer courses must not be remedial courses that cover knowledge or skills that students should have acquired in high school. Specifically, college algebra courses will count to satisfy the Foundations requirement in Mathematical Reasoning.

Creighton
UNIVERSITY
Office of the Registrar

Undergraduate Request to Decline Credit

Student Name _____

Student NetID _____

An undergraduate student may not repeat a course for which a final grade of "C" or better (including "P" and "SA") has been earned. This includes credit awarded through AP Exams, transfer credit, or dual credit at partner high schools. However, University Undergraduate Policy allows a student to decline credit previously awarded by Creighton for Advanced Placement Examinations, transfer credit, or dual credit. This credit must have been earned prior to attending Creighton. Students may repeat courses for which credit has been declined. **Under no circumstance may credit earned at Creighton (except dual credit) be declined.**

To decline a course(s) please complete the form below and return it to the Registrar's Office. AP credit and transfer credit that has been declined will be removed from the student's transcript. Dual credit that has been declined will continue to appear on the official record but will not be counted as hours toward graduation or in the student's grade point average.

Course (e.g. MTH 245)	Type of Credit		
	AP	Transfer	Dual
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**By signing I understand and accept
the above conditions of the policy.**

Date _____

Students can view their awarded credit at any time by accessing their unofficial transcript via their Self Service account from the Registrar's website.

Complete and mail or fax to the Registrar's Office at:

Creighton University
Office of the Registrar
2500 California Ave
Omaha, NE 68132
(402) 280-4019
Fax (402) 280-2527
registrar@creighton.edu

Registrar's Office Only
____ Change Test in SOATEST
____ Update SHATRNS Credit
____ Delete SHATRNS record

*** Remember to keep a copy for your records ***

AP Guidelines

for *Magis* Core Curriculum 2025

AP Exam	Required Score	Course	Credits	Magis Core Requirement Filled
AP Art History	4	ARH 000	3	None
AP Art History & AP Studio Art	4	ART 000	4	None
AP Biology	4	BIO 199	3	Understanding Natural Science
AP Calculus AB	4	MTH 245	4	Mathematical Reasoning
AP Calculus BC	4	MTH 246	4	Mathematical Reasoning
AP Capstone (Seminar & Research)	4	TRF 000	3	None
AP Chemistry	4	CHM 199	3	Understanding Natural Science
AP Chinese Language & Culture	3	CHN 111	4	None
AP Chinese Language & Culture	4	CHN 112	4	Foreign Language (CCAS only)
AP Chinese Language & Culture	5	CHN 225	3	Foreign Language (CCAS only)
AP Comparative Government & Politics	4	PLS 199	3	Understanding Social Science
AP Computer Science A	4	CSC 221	3	None
AP Computer Science Principles	4	CSC 199	3	Designated Technology
AP English Language & Composition	5	ENG 000	3	None
AP English Literature & Composition	4	ENG 000	3	None
AP Environmental Science	4	EVS 199	3	Understanding Natural Science
AP European History	4	HIS 000	3	None
AP French Language & Culture	3	FRN 109 & 111	4	None
AP French Language & Culture	4	FRN 110 & 112	4	Foreign Language (CCAS only)
AP French Language & Culture	5	FRN 225	3	Foreign Language (CCAS only)
AP German Language & Culture	3	GER 109 & 111	4	None
AP German Language & Culture	4	GER 110 & 112	4	Foreign Language (CCAS only)
AP German Language & Culture	5	GER 225	3	Foreign Language (CCAS only)
AP Human Geography	4	ANT 199	3	Understanding Social Science
AP Italian Language & Culture	3	ITA 109 & 111	4	None
AP Italian Language & Culture	4	ITA 110 & 112	4	Foreign Language (CCAS only)
AP Italian Language & Culture	5	ITA 225	3	Foreign Language (CCAS only)
AP Japanese Language & Culture	3	JPN 111	4	None
AP Japanese Language & Culture	4	JPN 112	4	Foreign Language (CCAS only)
AP Japanese Language & Culture	5	JPN 225	3	Foreign Language (CCAS only)
AP Latin	3	LAT 111	4	None
AP Latin	4	LAT 112	4	Foreign Language (CCAS only)
AP Latin	5	LAT 225	3	Foreign Language (CCAS only)
AP Macroeconomics	4	ECO 205	3	None
AP Microeconomics	4	ECO 203	3	None
AP Music Theory	3 or 4	MUS 000	3	None
		MUS 100 &		
AP Music Theory	5	MUS 000	3	None
AP Physics 1	4	PHY 201	3	Understanding Natural Science
AP Physics 2	4	PHY 000	3	None
AP Physics C: Electricity & Magnetism	4	PHY 000	3	None
AP Physics C: Mechanics	4	PHY 213	3	Understanding Natural Science
AP Precalculus	4	MTH 139	3	None

AP Exam	Required Score	Course	Credits	Magis Core Requirement Filled
AP Psychology	4	PSY 199	3	Understanding Social Science
AP Psychology	5	PSY 201	3	Understanding Social Science
AP Spanish Language & Culture	3	SPN 109 & 111	4	None
AP Spanish Language & Culture	4	SPN 110 & 112	4	Foreign Language (CCAS only)
AP Spanish Language & Culture	5	SPN 225	3	Foreign Language (CCAS only)
AP Spanish Literature & Culture	4	SPN 000	3	None
AP Statistics	4	MTH 161	3	None
AP Studio Art: 2-D Design	4	ART 000	3	None
	5	ART 105	3	Fine Arts
AP Studio Art: 3-D Design	4	ART 000	3	None
	5	ART 153	3	Fine Arts
AP Studio Art: Drawing	4	ART 000	3	None
	5	ART 105	3	Fine Arts
AP US Government & Politics	4	PLS 000	3	None
AP US History	4	HIS 000	3	None
AP World History	4	HIS 000	3	None

IB Guidelines

for *Magis* Core Curriculum 2025

IB Exam	Required Score	Course	Credits	Magis Core Requirement Filled
IB Biology HL	5	BIO 199	5	Understanding Natural Science
IB Biology SL	5	BIO 199	3	Understanding Natural Science
IB Business & Management HL	--	--	0	None
IB Business & Management SL	--	--	0	None
IB Chemistry HL	5	CHM 199	5	Understanding Natural Science
IB Chemistry SL	5	CHM 199	3	Understanding Natural Science
IB Computer Science HL	5	CSC 221 & CSC 000	5	None
IB Computer Science SL	5	CSC 221	3	None
IB Dance HL	5	DAN 101 & DAN 000	5	Fine Arts (CCAS only)
IB Dance SL	5	DAN 101	3	Fine Arts (CCAS only)
IB Design Technology HL	--	--	0	None
IB Design Technology SL	--	--	0	None
IB Economics HL	5	ECO 203 & 205	6	None
IB Economics SL	5	ECO 203	3	None
IB Environmental Systems & Societies HL	5	EVS 199	5	Understanding Natural Science
IB Environmental Systems & Societies SL	5	EVS 199	3	Understanding Natural Science
IB Film HL	5	ART 199	5	Fine Arts (CCAS only)
IB Film SL	5	ART 199	3	Fine Arts (CCAS only)
IB Geography HL	5	ANT 199	5	Understanding Social Science
IB Geography SL	5	ANT 199	3	Understanding Social Science
IB Global Politics HL	5	PLS 105 & PLS 000	5	Understanding Social Science
IB Global Politics SL	5	PLS 105	3	Understanding Social Science
IB History HL	5	HIS 000	5	None
IB History SL	5	HIS 000	3	None
IB IT in a Global Society HL	5	CSC 199	5	Designated Technology
IB IT in a Global Society SL	5	CSC 199	3	Designated Technology
IB Islamic History HL	5	HIS 000	5	None
IB Islamic History SL	5	HIS 000	3	None
IB Language A Language & Literature HL	5	ENG 000	5	None
IB Language A Language & Literature SL	5	ENG 000	3	None
IB Language A Literature HL	5	ENG 000	5	None
IB Language A Literature SL	5	ENG 000	3	None
IB Language B HL	4	FRN/GER/SPN 109, 111 & 000	5	None
IB Language B HL	5	FRN/GER/SPN 110, 112 & 000	5	Foreign Language (CCAS only)
IB Language B HL	6	FRN/GER/SPN 225 & 000	5	Foreign Language (CCAS only)
IB Language B SL	5	FRN/GER/SPN 109 & 111	4	None
IB Language B SL	6	FRN/GER/SPN 110 & 112	4	Foreign Language (CCAS only)

IB Exam	Required Score	Course	Credits	Magis Core Requirement Filled
IB Literature & Performance HL	5	THR 199	5	Fine Arts (CCAS only)
IB Literature & Performance SL	5	THR 199	3	Fine Arts (CCAS only)
IB Mathematics: Applications & Interpretations HL	5	MTH 000	3	None
IB Mathematics: Applications & Interpretations SL	5	MTH 000	3	None
IB Mathematics: Analysis and Approaches HL	5	MTH 246	4	Mathematical Reasoning
B Mathematics: Analysis and Approaches SL	5	MTH 245	4	Mathematical Reasoning
IB Music HL	5	MUS 199	5	Fine Arts (CCAS only)
IB Music SL	5	MUS 199	3	Fine Arts (CCAS only)
IB Philosophy HL	5	PHL 110 & 000	5	Philosophical Ideas
IB Philosophy SL	5	PHL 110	3	Philosophical Ideas
IB Physics HL	5	PHY 201 & PHY 000	5	Understanding Natural Science
IB Physics SL	5	PHY 201	3	Understanding Natural Science
IB Psychology HL	5	PSY 201 & PSY 000	5	Understanding Social Science
IB Psychology SL	5	PSY 201	3	Understanding Social Science
IB Social & Cultural Anthropology HL	5	ANT 111 & ANT 000	5	Understanding Social Science
IB Social & Cultural Anthropology SL	5	ANT 111	3	Understanding Social Science
IB Sports Exercise & Health Science HL	5	EXS 199	5	Understanding Natural Science
IB Sports Exercise & Health Science SL	5	EXS 199	3	Understanding Natural Science
IB Theatre HL	5	THR 199	5	Fine Arts (CCAS only)
IB Theatre SL	5	THR 199	3	Fine Arts (CCAS only)
IB Visual Arts HL	5	ART 105 & ART 000	5	Fine Arts (CCAS only)
IB Visual Arts SL	5	ART 105	3	Fine Arts (CCAS only)
IB World Cultures HL	--	--	0	None
IB World Cultures SL	--	--	0	None
IB World Religions HL	5	THL 000	5	None
IB World Religions SL	5	THL 000	3	None

Cambridge International A-Level Exam Credit Guidelines

for *Magis* Core Curriculum 2025

A-Level Exam	Required Score	Course	Credits	Magis Core Requirement Filled
Biology	B	BIO 199	3	Understanding Natural Science
Chemistry	B	CHM 199	3	Understanding Natural Science
English Language A	--	--	0	None
English Language B	--	--	0	None
English Language & Literature A	B	ENG 000	3	None
English Language & Literature B	B	ENG 000	3	None
French	B	FRN 110 & 112	4	Foreign Language (CCAS only)
German	B	GER 110 & 112	4	Foreign Language (CCAS only)
History	B	HIS 000	3	None
Mathematics	B	MTH 205 PHY 201, 202, 205 &	2	Mathematical Reasoning Understanding Natural Science &
Physics A & Physics B	B	206	8	Doing Natural Science (CCAS only)
Psychology A	B	PSY 201	3	Understanding Social Science
Psychology B	B	PSY 199	3	Understanding Social Science
Sociology	B	SOC 101	3	Understanding Social Science
Spanish	B	SPN 110 & 112	4	Foreign Language (CCAS only)

CLEP Guidelines

for *Magis* Core Curriculum 2025

Examination	Required Score	Course	Credits	Magis Core Requirement Filled
CLEP American Government	50	PLS 000	3	None
CLEP American Literature	50	ENG 000	3	None
CLEP Biology	50	BIO 199	6	Understanding Natural Science
CLEP Calculus	50	MTH 245	4	Mathematical Reasoning
CLEP Chemistry	50	CHM 199	6	Understanding Natural Science
CLEP College Algebra	50	MTH 103	3	None
CLEP College Composition (with essay)	50	ENG 100	3	None
CLEP College Composition Modular (with essay)	50	ENG 100 & ENG 000	6	None
CLEP College Mathematics	50	MTH 000	6	None
CLEP English Literature	50	ENG 000	3	None
CLEP Financial Accounting	50	ACC000	3	None
CLEP French Language	50	FRN 109, 111 & 000	6	None
		FRN 109, 110, 111,		
CLEP French Language	59	112 & 000	9	Foreign Language (CCAS only)
CLEP German Language	50	GER 109, 111 & 000	6	None
		GER 109, 110, 111,		
CLEP German Language	60	112 & 000	9	Foreign Language (CCAS only)
CLEP History of the United States I	50	HIS 000	3	None
CLEP History of the United States II	50	HIS 000	3	None
CLEP Human Growth & Development	50	PSY 000	3	None
CLEP Humanities	--	None	0	None
CLEP Information Systems	59	BIA 253	3	Designated Technology
CLEP Introduction to Educational Psychology	50	PSY 000	3	None
CLEP Introductory Business Law	50	BUS 201	3	None
CLEP Introductory Psychology	50	PSY 000	3	None
CLEP Introductory Sociology	50	SOC 101	3	Understanding Social Science
CLEP Natural Science	--	None	0	None
CLEP Pre-Calculus	50	MTH 139	3	None
CLEP Principles of Macroeconomics	62	ECO 205	3	None
CLEP Principles of Management	50	MGT 000	3	None
CLEP Principles of Marketing	50	MKT 000	3	None
CLEP Principles of Microeconomics	62	ECO 203	3	None
CLEP Social Sciences & History	--	None	0	None
CLEP Spanish	50	SPN 109, 111 & 000	6	None
		SPN 109, 110, 111,		
CLEP Spanish	63	112 & 000	9	Foreign Language (CCAS only)
CLEP Western Civilization I	50	HIS 000	3	None
CLEP Western Civilization II	50	HIS 000	3	None

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- ❖ Dual – Degree Programs
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Academic Programs of Study

The College of Arts and Sciences offers **58** major programs and **55** minors. There are six programs offered by the Heider College of Business that are open to our CAS students. In addition to pursuing specific majors and minors, students may also be preparing for admission to professional schools.

On the following pages we have compiled examples of how a student might accomplish specific combinations of majors and/or pre-professional preparation. Note that these plans are *examples only*. Each student will have a unique background and set of circumstances that must be accounted for in planning her/his Creighton career. Please pay particular attention to the notes accompanying each plan, as they are critical guidelines to the specific program of study described on that page.

In addition to the example plans of study included in this section here are guidelines to remember for a few other majors.

- Students considering a major in **Social Work** should take *SWK 201 or 275 as their Understanding Social Science* course. This course is offered both Fall and Spring semesters. Note: SWK 170 (Critical Issues in Human Inquiry) does not count towards the Social Work major.
- Students considering a career in elementary or secondary education, as an **Elementary Education major** or a Secondary Education co-major, should take EDU 170 as their *Critical Issues in Human Inquiry* course. This course is offered both Fall and Spring semesters. Also, please see the plans for Education, provided by the Education Department, in this section.
- Students considering any of the various majors offered by the **Computer Science, Design, & Journalism department (CSDJ)**, including **Computer Science, Graphic Design, and Journalism** should be reminded that CSC 121: Computers and Scientific Thinking is a required course for all CSDJ majors and also fulfills the *Understanding Natural Science* Magis Core requirement. Also, GDE 324: Digital Foundations for the Web (Fine Arts) and JRM 215 Media Literacy (*Understanding Social Science*) are required courses for CSDJ majors and fulfill Magis Core requirements.
- For students intending to major in a humanities or social science field, they are encouraged to fulfill the Magis Core *Math Reasoning* requirement early in their program. The *Math Reasoning* course is a pre-requisite for the *Designated Statistics* requirement. Students majoring in many of the humanities areas may be using a *Doing Natural Science* or *Doing Social Science* course to satisfy the *Designated Statistics* requirement and will not want to be blocked from these courses because of a pre-requisite error. Similarly, for students majoring in fields in the PSY, CSS, or PLI departments, the Research Methods courses in those areas will satisfy the *Designated Statistics* requirement and are often taken early in a student's program. Thus, it is important that the Math Reasoning requirement be fulfilled early.
- For students interested in any of the various Math majors, they should take MTH 245 (Calc I) or MTH 246 (Calc II), whichever is appropriate. If they have credit for both, they should register for MTH 350.
- For students interested in preparing for Dental school, many of the pre-Medical plans will work for the first two years. There are many similarities, in that General Chemistry, General Biology, Organic Chemistry are all required. A few of the upper level Biology course recommendations are different. Those can be found in the section on Pre-Health advising.

ACADEMIC PROGRAMS OF STUDY

COLLEGE OF ARTS AND SCIENCES MAJOR PROGRAMS

For specific requirements please see <http://catalog.creighton.edu/undergraduate/arts-sciences/#majorstext>

American Studies	Journalism
Anthropology	Advertising Track
Cultural Anthropology	News Track
Medical Anthropology	Public Relations Track
Art History	Justice and Society
Biochemistry (BS and BSChm)	Mathematics
Biology	Medical Mathematics Track
Chemistry	Mathematics Track
Applied Chemistry (BS)	Music
Chemistry (BS and BSChm)	General Track
Classical & Near Eastern Civilizations	Performance Track
Classical Languages	Jazz Track
Communication Studies	Musical Theatre (BFA)
Computer Science (BA and BS)	Neuroscience
Criminal Justice	Philosophy
Data Science	Philosophy: Specialization in Ethics
Advanced Computer Science	Physics
Advanced Mathematics/Statistics	Physics (B.S. and B.S. Phy.)
Economics	Applied Physics and Pre-Engineering
Education - Elementary	Biomedical Physics
English	Political Science
Environmental Science	Legal Studies Track
Global & Environmental Systems	Political Science Track
Organismal/Population Ecology	Public Policy Track
Environmental Policy & Society	Psychology
Exercise Science and Pre-Health	Public Health
Professions	Social Work
French & Francophone Studies	Sociology
German Studies	Spanish & Hispanic Studies
Graphic Design & Film	Studio Art (BA and BFA)
Graphic Design Track	Sustainability
Film making Track	Theatre (BA)
Health Administration & Policy	Musical Theatre Track
History	Theatre Performance Track
International Relations	Technical Theatre Track
	Theology

Dual – Degree Programs

3-2 Engineering Program (with Washington University, St. Louis)

Applied Chemistry
Applied Physical Analysis
Computer Science
Math

Accelerated Masters Programs (with Creighton University Graduate School)

BA in Communication Studies *and* MS in Organizational Leadership
BA in Communication Studies *and* MS in Integrative Health and Wellness
BS Elementary Education *and* MS-Educational Specialist Areas
BA/BS in chosen field *and* M.Ed. with a certification in Secondary Education
BS in Neuroscience *and* MS in Neuroscience
BS in Physics *and* MS in Medical Physics
BS in Biomedical Physics and MS in Medical Physics

3-3 Law Programs (with Creighton School of Law)

American Studies	International Relations
Art History	Journalism, Media, & Computing
Classical & Near Eastern Civilizations	Medical Anthropology
Communication Studies	Modern Languages
Cultural Anthropology	Philosophy
English	Political Science
French	Psychology
German	Sociology
Health Administration and Policy	Social Work
History	Spanish
	Theology

MINORS

All minor programs consist of 18 hours of course work. For specific requirements, please see <http://catalog.creighton.edu/undergraduate/arts-sciences/#minorstext> and click on the minor of interest.

African Studies	Legal Studies
African American and Black Diasporic Studies	Mathematics
American Studies	Medical Anthropology
Ancient History	Military Science
Applied Ethics	Music
Art History	Musical Theatre
Asian Studies	Philosophy
Behavioral and Cognitive Neuropsychology	Physics
Biological Physics	Political Science
Biology	Public Health
Classical & Near Eastern Civilizations	Public Policy
Classical Languages	Science and Medicine in Society
Communication Studies	Sociology
Computer Science	Spanish and Hispanic Studies
Criminal Justice	Studio Art
Cultural Anthropology	Sustainability
Dance	Theatre
Data Science	Theology
Digital Humanities	Minors for CAS students offered from the Heider College of Business
Education	Applied Information Technology
English	Business Administration
Environmental Policy	Economics
Environmental Science	Entrepreneurship
Film Studies	Marketing
French and Francophone Studies	Business Certificate (31 credits)
Gender & Sexuality Studies	
German Studies	
Global Health Equity	
Graphic Design	Kingfisher Concentrations (9 credits) in the Heider College of Business
Health Administration and Policy	Introduction to Business
History	Economics
History and Philosophy of Science	Entrepreneurship
International Relations	Finance
Journalism	Human Resources
Justice and Peace Studies	Marketing
Latin American Studies	Technology in Business
Leadership	

Sample two-year plan Undecided Student

NOTE: This plan should work for any student who knows they are not intending to be a science major or pursue preparation in a pre-health area. If the student has some major interests, they can begin exploring those interests in the first semester through a CIHI course or a course that is not in the Magis Core. If a student is truly undecided, it is good for them to complete CIHI in the first semester so that they can take a Literature or Global Perspectives in History course (or both) in the spring semester as part of their exploration.

**Sample Two-Year Plan
Pre-Pharmacy (CHM ready)**

Pharmacy schools specifically require Calculus for the Math Reasoning requirement. They will accept either MTH 245 or MTH 231. English - 6 hours is required, specifically one composition course and one literature course. A Critical Issues course from ENG will not 'double dip' as a Literature course. The CIHI and COM 101 together fulfill the Pharmacy Oral Communications requirement. For Creighton Pharmacy school, THL - 6 hours - is required. Of the remaining 12 elective hours - at least 3 must be humanities or social science. Many of these courses will fulfill a Magis Core requirement. Encourage students to use their electives for a "Plan B" - what would I major in if I was to get a BS or BA?

Fall semester		CH	Spring Semester	CH	Core Requirements	
Fall 1	RSP	0.5	Spring 1	RSP	0.5	
	Foundations: PHL	3		Foundations: THL	3	
	CHM 203/4	4		CHM 205/6	4	
	BIO 201/5 (UNS)	4		BIO 202/6 (DNS)	4	
	Foundations: Critical Issues	3		Foundations: Composition	3	
	Foundations: Oral Comm	1		PSY 201 (USS)	3	
	PRX 100 Pre-Pharmacy Seminar			PRX 100 Pre-Pharmacy Seminar		
		15.5			17.5	
Fall 2	CHM 321	3	Spring 2	CHM 323	3	
	CHM 322	1		CHM 324	1	
	Explorations: Literature	3		ECO 203 or 205	3	
	Explorations: Biblical Trad.	3		Statistics	3	
	MTH 231 (F: MR)	3		PHA 310	3	
	Elective	3		PRX 200 Pre-Pharmacy Seminar	3	
	PRX 200 Pre-Pharmacy Seminar					
	Term Subtotal	16		Term Subtotal	16	
Fall 3			Spring 3			
					Designated Oral Comm.	
					Designated Writing	
					Designated Statistics	
					Designated Ethics	
					Designated Technology	
Fall 4	Term Subtotal	0	Spring 4	Term Subtotal	0	
					Other requirements: Pre PHARM.	
					CHM 203/4	4
					CHM 205/6	4
					BIO 201/5	4
					BIO 202/6	4
					CHM 321/2	4
					CHM 323/4	4
					PHA 310 (Human Anatomy)	3
					MTH 245 or 231	4 or 3
					ENG 15x	3
					Literature	3
					Critical Issues + oral comm.	4
					Theology	6
					ECO 203 or 205	3
					PSY 201	3
					Electives	12
				Total	65	
				> 300		
	Term Subtotal	0	Term Subtotal	0		

Sample Four-Year Plan Pre-Physical Therapy

PT does NOT require Org. CHM but does require PHY. Students who did not have physics in high school should consult with a pre-health advisor or the Physics Department prior to enrolling in General Physics I. Also, if students have a weak math background, they should plan to speak to Nathan Pennington their first year before taking MTH 231. Please remember that BIO 202 has some chemistry as a pre-requisite. Also, students considering an EXS major (popular for pre-PT) need one semester of each before they can apply to the EXS major, so taking both CHM and BIO in the first year is beneficial. English - 6 hours is required, specifically one composition course and one literature course. A Critical Issues course from ENG will not 'double dip' as a Literature course. For Creighton SPAHP, THL - 6 hours - is required. For students considering PT studies at institutions other than Creighton, please encourage them to investigate the specific pre-requisite courses as many programs require courses in abnormal or developmental psychology.

	Fall semester	CH	Spring Semester	CH	Core Requirements
Fall 1	RSP	0.5	Spring 1 RSP	0.5	Foundations: Composition 3
	Foundations: PHL	3	Foundations: THL	3	Foundations: Critical Issues 3
	CHM 203/204	4	CHM 205/206	4	Foundations: Oral Comm. 1
	Foundations: Critical Issues	3	Explorations: Fine Arts	3	Foundations: Math Reasoning 2
	Foundations: Oral Comm	1	Foundations: Composition	3	Foundations: PHL 3
	BIO 201/205 (Exp.: UNS)	4	BIO 202/206 (DNS)	4	Foundations: THL 3
	Term Subtotal	15.5	Term Subtotal	16.5	Explorations: Und. Nat. Sci. 2
Fall 2	Explorations: For. Lang.	4	Spring 2 PSY 201 (Exp.: USS)	3	Explorations: Und. Soc. Sci. 3
	MTH 231 (Found.: MR)	3	Explorations: Ethics	3	Explorations: History 3
	Explorations: Biblical Trad.	3	Statistics	3	Explorations: Literature 3
	Major Course	3	PHA 310 & 311 or EXS 331	4	Explorations: Ethics 3
	Major Course	3	Major Course	3	Explorations: Biblical Trad. 3
	PHLC 200* (or spring)	0	PHLC 200 (or fall)	0	Explorations: Fine Arts 3
	*most commonly taken in the fall				Explorations: For. Language 4
	Term Subtotal	16	Term Subtotal	16	Integrations: Intersections 3
Fall 3	PHY 201/205	4	Spring 3 PHY 202/206	4	Integrations: Doing Nat. Sci. 4
	BIO 449&450 or EXS 320	4	Major Course	3	Integrations: Doing Soc. Sci 3
	Explorations: ENG/Literature	3	Explorations: History	3	Integrations: Ult. Questions 3
	Major Course	3	Major Course	3	
	Major Course	3	Major Course	3	
	PPT 300	0	PPT 300	0	
	Term Subtotal	17	Term Subtotal	17	
Fall 4	Integrations: Ult. Questions	3	Spring 4 Integrations: Intersections	3	
	Major Course	3	Major Course	3	Designated Oral Comm. 4
	Major Course	3	Major Course	3	Designated Writing 4
	Major Course or elective	3	Major Course or elective	3	Designated Statistics 4
	Major Course or elective	3	Major Course or elective	3	Designated Ethics 4
					Designated Technology 4
					Other requirements:
					Pre Phys. Therapy.
					CHM 203/4 4
					CHM 205/6 4
					BIO 201/5 4
					BIO 202/6 4
					PHY 201/205 4
					PHY 202/206 4
					Human or Mammalian Physiology 3
					Statistics 3
					ENG 15x 3
					Literature 3
					Theology 6
					Anatomy 3
					Electives 45
	Term Subtotal	15	Term Subtotal	15	
					Total 128
					> 300

Pre-Occupational Therapy
See Pre-OT 2-year Plan – Pre-Health Advising section

NOTE: Creighton's OT program does NOT require students to have a bachelor's degree and does not have a preference for a major area for those students who do pursue their degree. The pre-OT course of study is NOT heavily science-based. However, many pre-OT students are also interested in Exercise Science as a major and, therefore, must take General Biology and General Chemistry, preferably in the first year.

The CU OT program does not require General Biology, Chemistry, or Physics but it does require a one semester Anatomy course (EXS 111 is fine for Creighton's OT program). Students considering OT studies at institutions other than Creighton should check pre-requisites at those institutions; many OT require both anatomy and physiology with lab and abnormal and/or developmental psychology. The upper level PSY or Statistics course also might be 'Doing Social Science' in which case another elective may be substituted for the Doing Social Science course.

Options for Statistics for PT and OT: MTH 360, MTH 361, EXS 407, ANT/SOC/HAP 314, PSY 315/316, BIO 310 or 311, BUS 161 or 229

Sample Four-Year Plan

Pre-Med, ANY major EXCEPT CHM, BioCHM, PHY, or Math.

Explanation: Depending upon the student's choice of major it might be advisable to move some of the explorations level Magis Core courses to a later year so that the student may begin his/her major in the second year at Creighton. Many of the Magis Core courses can be interchanged. All the courses listed in the green box (lower right) must be completed before the student sits for the MCAT exam. A course in human or mammalian anatomy is recommended before Medical School but is not required and is not on the MCAT. A research experience is also recommended.

	Fall semester	CH	Spring Semester	CH	Core Requirements
Fall 1	RSP	0.5	RSP	0.5	Foundations: Composition
	CHM 203/4	4	CHM 205/6	4	Foundations: Critical Issues
	BIO 201/5 (Exp:UNS)	4	BIO 202/6 (Int:DNS)	4	Foundations: Oral Comm.
	Foundations: PHL or THL	3	Foundations: THL or PHL	3	Foundations: Math Reasoning
	Foundations: Critical Issues	3	Foundations: Composition	3	Foundations: PHL
	Foundations: Oral Comm	1	PSY 201 (Int.: USS)	3	Foundations: THL
	Term Subtotal	15.5	Term Subtotal	17.5	Explorations: Und. Nat. Sci.
Fall 2	CHM 321 & 322	4	CHM 323 & 324	4	Explorations: Und. Soc. Sci.
	Gen Phys I with lab	4	Gen Phys II with lab	4	Explorations: History
	Explorations: Ethics*	3	BIO 362	3	Explorations: Literature
	Explorations: For. Language *	4	SOC 101, ANT 111 or ANT 113*	3	Explorations: Ethics
	MTH 231 (Found: MR)	3	Explorations: Biblical Trad.*	3	Explorations: Biblical Trad.
	PHLC 200** (or spring)	0	PHLC 200 (or fall)	0	Explorations: Fine Arts
	*could be replaced with major course				Explorations: For. Language
	**most commonly taken in the fall				
	Term Subtotal	18	Term Subtotal	17	Integrations: Intersections
Fall 3	CHM 371	3	BIO 317	3	Integrations: Doing Nat. Sci
	BIO 449	3	Statistics (could be Int: DSS)	3	Integrations: Doing Soc. Sci
	Explorations: History	3	Explorations: Literature	3	Integrations: Ultimate Questions
	Major course	3	Major course	3	
	Major course	3	Major course	3	
	Research or internship	1	Research or internship	1	
	PMED 300	0	PMED 300	0	
	Term Subtotal	16	Term Subtotal	16	
Fall 4	Term Subtotal	16	Term Subtotal	16	Other req. or recs.: Pre-MED
	Integrations: Ult. Questions	3	Integrations: Intersections	3	Gen. Chem. I and II with Lab
	Major course or DSS (if nec.)	3	Exp.: Fine Arts	3	Gen. BIO I and II with Lab
	Major course	3	major course	3	Org. Chem. I and II with Lab
	Major course	3	major course	3	Gen. Physics I and II with Lab
	Major course	3	major course	3	
	Term Subtotal	15	Term Subtotal	15	Biochemistry (CHM 371)
					Physiology (BIO 449 or EXS 320)
					Cell Biology (BIO 362)
					Genetics (BIO 317)
	Term Subtotal	15	Term Subtotal	15	PSY 201
					ANT 111 or ANT 113 or SOC 101
					MTH 231 or 245
					Stats course
			Total	130	
			> 300		

Sample Four-Year Plan
Pre-Med, any major EXCEPT CHM, BioCHM, PHY, or Math
NOT ready for CHM 203

NOTE: For student who are not eligible to enroll in CHM 203 in their first semester, it is STRONGLY recommended that they consider waiting to take the MCAT until after their senior year. This will allow the required or recommended courses to be more spread out over the course of the four years. Depending upon a student's choice of major, it might be advisable to move some of the Explorations Magis Core courses to a later year so that the major can begin in the 2nd year. A course in human or mammalian anatomy is recommended before a student begins Medical School but is not required and the material is not on the MCAT.

	Fall semester	CH	Spring Semester	CH	Core Requirements
Fall 1	RSP	0.5	Spring 1	RSP	0.5
	CHM 102	3		BIO 202 & 206 (Int:DNS)	4
	BIO 201 & 205 (Exp:UNS)	4		CHM 202 & 204	4
	Found.: Critical Issues	3		Foundations: THL or PHL	3
	Found.: Oral Comm	1		Foundations: Composition	3
	Exp.: For. Language	4		SOC 101, ANT 111 or ANT 113 (Exp.: USS)	3
	Term Subtotal	15.5	Term Subtotal	17.5	
Fall 2	CHM 205 & 206	4	Spring 2	PHY 202 and 206	4
	PHY 201 & 205	4		BIO 362	3
	MTH 231 (Found.: MR)	3		Exp.: Ethics*	3
	Foundations: PHL or THL	3		Explorations: Biblical Trad.*	3
	Major course	3		Major course	3
	PHLC 200	0		*could be replaced with major course	
	*could be replaced with major course			*could be replaced with major course	
	Term Subtotal	17	Term Subtotal	16	
Fall 3	BIO 317	3	Spring 3	BIO 449	3
	CHM 321/322	4		CHM 371	3
	Statistics (could be Int: DSS)	3		CHM 323/324	4
	Major course	3		Major course	3
	Major course	3		Major course	3
	PMED 300	0		PMED 300	0
	Term Subtotal	16	Term Subtotal	16	
Fall 4	Integrations: Ult. Questions	3	Spring 4	Integrations: Intersections	3
	Explorations History	3		Exp.: Fine Arts	3
	Major course	3		Exp.: Literature	3
	Major course	3		major course	3
	Major course	3		major course	3
	Term Subtotal	15	Term Subtotal	15	
			Total	128	
			> 300		
					Other req. or recs.: Pre-MED
					Gen. Chem. I and II with Lab
					Gen. BIO I and II with Lab
					Org. Chem. I and II with Lab
					Gen. Physics I and II with Lab
					Biochemistry (CHM 371)
					Physiology (BIO 449 or EXS 320)
					Cell Biology (BIO 362)
					Genetics (BIO 317)
					PSY 201
					ANT 111 or ANT 113 or SOC 101
					MTH 231 or 245
					Stats course

Sample Four-Year Plan
Pre-PA, ANY major EXCEPT CHM, BioCHM, PHY, or Math.

NOTE: pre-PA requirements are similar *but not identical* to pre-med requirements. Significant differences include that General Physics is NOT required but that several upper-level Biology courses (including Anatomy) are required. Similar to the pre-med plan, depending upon the choice of major, students may want to shift core courses around so that the major can be started earlier in a student's career. In general, PA schools will not accept AP credit for specifically required courses, including Intro. Psych., Composition, Literature, and Statistics, among other courses. The specific requirements for admission to PA programs varies widely across the country. Students interested in PA preparation are encouraged to identify several potential programs and familiarize themselves with the requirements for those programs.

Fall semester		CH	Spring Semester		CH	Core Requirements	
Fall 1	RSP	0.5	Spring 1	RSP	0.5	Foundations: Composition	3
	CHM 203/4	4		CHM 205/6	4	Foundations: Critical Issues	3
	BIO 201/5 (Exp:UNS)	4		BIO 202/6 (Int:DNS)	4	Foundations: Oral Comm.	1
	Foundations: PHL or THL	3		Foundations: THL or PHL	3	Foundations: Math Reasoning	2
	Foundations: Critical Issues	3		Foundations: Composition	3	Foundations: PHL	3
	Foundations: Oral Comm	1		PSY 201 (Int.: USS)	3	Foundations: THL	3
		Term Subtotal			Term Subtotal		
		15.5			17.5		
Fall 2	CHM 321 & 322	4	Spring 2	CHM 323 & 324	4	Explorations: Und. Nat. Sci.	2
	BIO 317	3		Statistics (possibly in major)	3	Explorations: Und. Soc. Sci.	3
	Explorations: Ethics*	3		PSY 351	3	Explorations: History	3
	Explorations: For. Language *	4		Explorations History*	3	Explorations: Literature	3
	MTH 231 (Found: MR)	3		Explorations: Biblical Trad.*	3	Explorations: Ethics	3
	PHLC 200** (or spring)	0		PHLC 200 (or fall)	0	Explorations: Biblical Trad.	3
	*could be replaced with major course			*could be replaced with major course		Explorations: Fine Arts	3
	**most commonly taken in the fall					Explorations: For. Language	4
	Term Subtotal	17		Term Subtotal	16		
Fall 3	CHM 371	3	Spring 3	BMS 411*	4	Integrations: Intersections	3
	BIO 449 & 450*	4		BIO 451	3	Integrations: Doing Nat. Sci	4
	Explorations: Literature	3		Explorations: Fine Arts	3	Integrations: Doing Soc. Sci	3
	Major course	3		Major course	3	Integrations: Ultimate Questions	3
	Major course	3		Major course	3		
	Research or internship	1		Research or internship	1		
	PPA 300	0		PPA 300	0		
	*May substitute EXS 320						
	Term Subtotal	17		Term Subtotal	17		
Fall 4	Integrations: Ult. Questions	3	Spring 4	Integrations: Intersections	3	Other req. or recs.: Pre-PA	
	BIO 432	4		Majors course, core, or elective	3	Gen. Chem. I and II with Lab	
	Major course or DSS (if nec.)	3		Majors course, core, or elective	3	Gen. BIO I and II with Lab	
	Majors course, core, or elective	3		Majors course, core, or elective	3	Org. Chem. I and II with Lab	
	Majors course, core, or elective	3		Majors course, core, or elective	3	Biochemistry (CHM 371)	
	OTD 215	1		Majors course, core, or elective	3	Human Anat. (BMS 411 or EXS 321)	
						Physiology (BIO 449 or EXS 320)	
						Microbiology (BIO 451)	
						Stats course (many possible)	
	Term Subtotal	17				PSY 201 (Intro. Psych.)	
						PSY 351 (Abnormal Psych.)	
						OTD 215 (Medical Terminology)	
						Genetics (BIO 317) – strongly rec.	
						Immunology (BIO 432) strongly rec.	
					Total	132	
					> 300		

Sample Two-Year Plan Pre-Med, CHM or BioCHM major

Note: All majors within the Chemistry Department have the same required classes in the first two years: General and Organic Chemistry, MTH 245 and 246 (*not* MTH 231) and Physics I. Physics II is also required by fall of the third year, although it is recommended students complete it sooner. Junior and senior year classes vary based on track/major chosen (including courses not shown), and students should consult with a chemistry advisor no later than their sophomore year regarding their choice of major or track. Note that General Biology is NOT required for the Chemistry major, only for the Biochemistry major and the pre-medical preparation. The upper-level BIO courses are required only for the pre-medical preparation.

	Fall semester	CH	Spring Semester	CH	Core Requirements
Fall 1	RSP	0.5	Spring 1 RSP	0.5	Foundations: Composition
	CHM 203/4	4	CHM 285/6*	5	Foundations: Critical Issues
	BIO 201/5 (Exp:UNS)	4	BIO 202/6 (Int:DNS)	4	Foundations: Oral Comm.
	Explorations: For. Language	4	Foundations: THL	3	Foundations: Math Reasoning
	Foundations: Critical Issues	3	Foundations: Composition	3	Foundations: PHL
	Foundations: Oral Comm	1	Foundations: PHL	3	Foundations: THL
			*can substitute CHM 205/6	4	
	Term Subtotal	16.5	Term Subtotal	18.5	Explorations: Und. Nat. Sci.
Fall 2	CHM 321	3	Spring 2 CHM 323	3	Explorations: Und. Soc. Sci.
	CHM 322	1	CHM 324	1	Explorations: History
	PSY 201 (Exp:USS)	3	Physics I with lab	4	Explorations: Literature
	Explorations: Ethics	3	SOC 101 or ANT 111 or ANT 113	3	Explorations: Ethics
	Explorations: Literature	3	Explorations: Biblical Trad.	3	Explorations: Biblical Trad.
	MTH 245 (Found: MR)	4	MTH 246	4	Explorations: Fine Arts
	PHLC 200* (or spring)	0	PHLC 200 (or fall)	0	Explorations: For. Language
	*most commonly taken in the fall				Integrations: Intersections
	Term Subtotal	17	Term Subtotal	18	Integrations: Doing Nat. Sci
Fall 3	Physics II with lab	4	Spring 3 BIO 449	3	Integrations: Doing Soc. Sci
	CHM 371 or 383 (Biochemistry)	3	BIO 317	3	Integrations: Ultimate Questions
	BIO 362	3	CHM 315 (if needed, stats)	4	Designated Oral Comm.
	PMED 300	0	PMED 300	0	Designated Writing
					Designated Statistics
					Designated Ethics
					Designated Technology
	Term Subtotal		Term Subtotal		
Fall 4	Integrations: Ultimate Questions	3	Spring 4 Integrations: Intersections	3	Other req. or recs.: Pre-MED
	Explorations: History	3	Integrations: Doing Soc. Sci.	3	Gen. Chem. I and II with Lab
	CHM 456	3			Gen. BIO I and II with Lab
	CHM 466	2	Explorations: Fine Arts	3	Org. Chem. I and II with Lab
					Gen. Physics I and II with Lab
					Biochemistry (CHM 371 or 383)
					Physiology (BIO 449 or EXS 320)
					Cell Biology (BIO 362)
					Genetics (BIO 317)
	Term Subtotal		Term Subtotal		PSY 201
					ANT 111 or ANT 113 or SOC 101
					MTH 245
					Stats course
				Total	128
				> 300	

Sample Four-Year Plan Pre-Med, major in Biomedical Physics

Explanation: Many of the Magis Core courses can be shifted around, depending upon the student's specific plans. Also, the upper level Bio courses can be interchanged as long as all are completed before the student sits for the MCAT exam.
This plan assumes that students have a good physics course in HS.

**Sample Four-Year Plan
Neuroscience –Pre-Med**

Fall semester		CH	Spring Semester		CH	Core Requirements	
Fall 1	General Chemistry I	3	Spring 1	Gen. Chem II	3	Foundations: Composition	3
	Gen. Chem Lab I	1		Gen Chem Lab II	1	Foundations: Critical Issues	3
	Gen Bio 201	3		Gen Bio 202	3	Foundations: Oral Comm.	1
	Gen Bio Lab	1		Gen Bio Lab	1	Foundations: Math Reasoning	2
	Foundations Core- Crit. Issues	3		Introductory Psychology	3	Foundations: PhL	3
	Foundations Oral Com	1		Foundations - PHL	3	Foundations: THL	3
	Foundations THL	3		Foundations - Composition	3		
	RSP	0.5		RSP	0.5		
	Term Subtotal	15.5		Term Subtotal	17.5		
Fall 2	MTH 231 (Foundations MR)	3	Spring 2	Explorations: Bib Traditions	3	Explorations: Und. Nat. Sci.	2
	Explorations: Ethics	3		Explorations: History	3	Explorations: Und. Soc. Sci.	3
	Organic Chem I	3		Physics II	3	Explorations: History	3
	Organic Chem Lab I	1		Physics Lab II	1	Explorations: Literature	3
	Physics I	3		Organic Chem II (if prehealth)	3	Explorations: Ethics	3
	Physics Lab I	1		Organic Chem Lab II (if prehealth)	1	Explorations: Biblical Trad.	3
	BIO 362	3		Physiology (BIO 449 or BMS 404)	3	Explorations: Fine Arts	3
	PHLC 200* (or spring)			PHLC 200 (or fall)		Explorations: For. Language	4
	Term Subtotal	17		Term Subtotal	17		
	*most commonly taken in the fall						
Fall 3	Statistics (Rec PSY 370)	3	Spring 3	PSY 437 (Behavioral Neuroscience)	3	Integrations: Intersections	3
	PHL 424 (Phil of the Mind)	3		PHR 350	3	Integrations: Doing Nat. Sci	4
	BIO 462 NeuroBio Lect.	3		SOC 101 or ANT 111 or ANT 113	3	Integrations: Doing Soc. Sci	3
	BIO 463 NeuroBio Lab	1		Explorations: Fine Art	3	Integrations: Ultimate Questions	3
	Explorations-Language	4		Biochemistry (if prehealth)	3		
	PMed 300			Elective (research?)	1		
	Term Subtotal	15		PMed 300			
				Term Subtotal	16		
Fall 4	PHL 457 (Des. Ethics)	3	Spring 4	Neuro Capstone Sem	1	Major:Neuro	
	Neuro Elective 1	3		NES 510 Neurophys. Lab	2	Physics I and II with lab	8
	Neuro Elective 2	3		Integrations: Ultimate Questions	3	CHM 321 and 322	4
	Integrations: Intersections	3		Neuro Elective 3	3	Physiology (options)	3
	Explorations-Literature	3		Neuro Elective 4	3	BIO 362 or CHM 371	3
	Elective (Research)	1		Elective (research?)	1	Statistics (options)	3-4
	Term Subtotal	16		Term Subtotal	13	PSY 437	3
						BIO 462	3
						BiO 463	2
						PHR 350	3
						NES 510	2
						Capstone Sem.	1
						PHL 424	3
						PHL 457	3
						Elective	3
						Elective	3
						Elective	3
						Elective	3
					Total	128	

There are several options for Designated Ethics. PHL 457 is one option, but students should also consider taking a course that is Designated Ethics and Intersections (PHL 404) or that is a Neuro elective course and Designated Ethics (NES 464 or BIO 467).

Requirements - Neuroscience					
Completed Pre-requirements For Acceptance				Core	Completed
<u>Biology (8 hrs)</u>					
BIO 201	General Biology	3 credits	Natural Science Understanding	X	X
BIO 202	General Biology Lab	1 credits	Natural Science Doing	X	X
BIO 205	General Biology	3 credits	Natural Science Understanding	X	X
BIO 206	General Biology Lab	1 credits	Natural Science Doing	X	X
PSY 201	Introduction to Psychology	3 credits	Social Science Understanding	X	X
CHM 203	General Chem Lect I	3 credits		X	X
CHM 204	General Chem Lab I	1 credits		X	X
CHM 205 or 285	General Chem Lect II	3 credits		X	X
CHM 206 or 286	General Chem Lab II	1-2 credits		X	X
Support Courses					88
CHM 321	Organic Chemistry Lect I	3 credits			
CHM 322	Organic Chemistry Lab I	1 credit			
For Physics Pick One of the Options:					
Option 1 (recommended for pre-medical, pre-health and pre-graduate program students):					
PHY 201	General Physics I Lecture for the Life Sciences	3 credits			
PHY 205	General Physics Laboratory I	1 credit			
PHY 202	General Physics II Lecture for the Life Sciences	3 credits			
PHY 206	General Physics Laboratory II	1 credit			

Option 2 (recommended for students interested in BS-NS electives requiring calculus based physics.)				
PHY 213	General Physics for the Physical Sciences I	3 credits		
PHY 205	General Physics Laboratory I	1 credit		
PHY 214	General Physics for the Physical Sciences II	3 credits		
PHY 206	General Physics Laboratory II	1 credit		
Option 3 (given approval from the Physics Department)				
PHY 221	Advanced General Physics I	3 credits		
PHY 223	Project Physics Laboratory I	1 credit		89
PHY 222	Advanced General Physics II	3 credits		
PHY 224	Project Physics Laboratory II	1 credit		
Major Requirements				
<i>One of the following</i>				
BIO 449	Physiology	3 credits		
	*Neuroscience students are allowed overrides for the junior standing requirement			
PHA 404	Human Physiology	3 credits		
	*This course runs on the professional school schedule. Finals are usually 1 week			

	later than the College of Arts and Sciences schedule.			
<i>One of the following</i>				
BIO 362	Cell Structure and Function	3 credits		
CHM 371	Biochemistry	3 credits		
<i>One of the following</i>				
BIO 310	Biostatistics (with Lab)	4 credits	designated stats	X
MTH 360 or 361	Elementary Probability and Statistics or Probability and Statistics in Health care	3 credits	designated stats	
<i>One of the following</i>				X
PHL 404, PHL 425	Bioethics and Society (Intersections)	3 credits	intersections, designated ethics	
PHL/THL/HAP/	Biomedical Ethics: Philosophical and		intersections, designated ethics	
SRP 457	Theological Approaches (Designated Ethics)	3 credits	intersections, designated ethics	X
NES 464 or BIO 467	Neuroscience Electives	3 or 4 credits		
<i>All are required</i>				X
PSY 437	Behavioral Neuroscience (should be taken before BIO 462 or replaced)	3 credits		
BIO 462	Neurobiology	3 credits		
BIO 463	Neurobiology Lab (Designated technology)	1 credit	designated technology	
PHR 350	Introduction to Neuropharmacology	3 credits		X

NES 510	Neurophysiology Lab (Designated Writing)	2 credits	designated writing		
PHL 424	Philosophy of the Mind	3 credits			
NES 592	Neuroscience Capstone Senior Seminar (Designated Oral)	1 credit	designated oral	X	
Electives- 12 hour minimum - Can be taken from ANY category in ANY combination- be sure to check course requirements				X	
<i>Cellular and Organismal Neuroscience</i>					
BIO 371	Animal Behavior	3 credits			
BIO 372	Animal Behavior Lab	2 credits			
NES 466	Pharmacology of Drugs and Abuse	3 credits	also applied for the 4+1		
BIO 467	Developmental Biology	4 credits	designated ethics		5
NES/BIO 464	Neurobiology of Disease	3 credits	designated ethics/oral		
NES 500	Introduction to Clinical Neurosciences	3 credits		X	
BIO 567	Current Topics in Neuroscience	3 credits	designated oral		
BIO 317	Genetics	3 credits			
<i>Behavioral Neuroscience</i>				X	
PSY 351	Psychopathology	3 credits			
PSY 361	Neuropsychology	3 credits			
PSY 434	Learning: Basic Processes	3 credits			
PSY 436	Sensation and Perception	3 credits			
<i>One of the following:</i>					

PSY 441	Cognitive Neuroscience	3 credits		
PSY 431	Cognitive Psychology	3 credits		
<i>Physical Neurosciences</i>				
PHY 301	Modern Physics	3 credits		
PHY 302	Modern Physics Laboratory	1 credit		
PHY 303	Electronics Laboratory	1 credit		
PHY 351	Physics in Medicine	3 credits		
PHY 353	Introduction to Biological Physics	3 credits		
PHY 331	Physical Optics	3 credits		
PHY 332	Optics Laboratory	1 credit		
PHY 565	Radiation Biophysics	3 credits		
PHY 566	Physics of Medical Imaging	3 credits		
<i>Computational Neurosciences</i>				84
BIO 501	Bioinformatics	4 credits		
MTH 350	Applied Linear Algebra and Differential Equations	3 credits		
MTH 429	Advanced Linear Algebra	3 credits		
MTH 495	Advanced Differential Equations	3 credits		
MTH 448	Mathematics in Medicine and the Life Sciences II	3 credits		
CSC 321	Data Structures	3 credits		
CSC 421	Algorithm Design and Analysis	3 credits		
CSC 550	Artifical Intelligence	3 credits		

CSC 590	Special Topics – Systems Modeling in R	3 credits			
<i>Philosophical Neurosciences</i>					
PHL 342	Metaphysics	3 credits			
PHL 334	Philosophy of the Natural Sciences	3 credits			
PHL 333	Philosophy of the Human Sciences	3 credits			
PHL 321	Epistemology	3 credits			
<i>Theological Neurosciences</i>					
NES/THL 304	Where Theology Meets Neuroscience (Ultimate Questions)	3 credits			

Two-Year Plan
2-4 Pre-Pharmacy, with CHM 203 Fall

Summer,
Transfer,

and Pre-CU

CH

	Fall semester	CH
	RSP	0.5
	BIO 201	3
	BIO 205	1
	CHM 203	3
	CHM 204	1
	THL 11x or PHL 11x	3
	ENG 15x	3
	ECO 203 or PSY 201 or elective	3

Term Subtotal

0

	Spring Semester	CH
	RSP	0.5
	Gen. Bio II Lect. (BIO 202)	3
	Gen. Bio II Lab (BIO 206)	1
	Gen Chem II Lect. (CHM 205)	3
	Gen. Chem II Lab (CHM 206)	1
	THL 11x or PHL 11x	3
	Critical Issues (YYY 17x)**	3
	COM 101	1

Term Subtotal

15.5

Term Subtotal

0

Term Subtotal

17.5

Fall 1

Spr 1

Term Subtotal

0

Term Subtotal

16

Fall 2

Spr 2

Term Subtotal

0

Term Subtotal

16

Term Subtotal

0

Term Subtotal

Two-Year Plan
2-4 Pre-Pharmacy with CHM 102 required

Summer, Transfer, and Pre-CU CH

and Pre-CU	CH	Fall semester	CH
		RSP	0.5
		BIO 201	3
		BIO 205	1
		CHM 102	3
		ENG 15x (or CIHI/COM 101)*	3
		THL 11x or PHL 11x	3
		ECO 203 or PSY 201 or elective	3

Term Subtotal	0	16.5
CHM 205**	3	Fall 2
CHM 206	1	
Org. Chem I Lect. (CHM 321)	3	
Org. Chem I Lab (CHM 322)	1	
Ethics or Bible	3	
Literature or History	3	
MTH 231	3	
ECO 203 or PSY 201 or elective	3	

Note: if Gen CHM II is taken in summer, it must be taken at Creighton

Term Subtotal	4	Term Subtotal	16
		Fall 3	

Term Subtotal 0 Term Subtotal 0

Spring Semester		CH
1	RSP	0.5
	Gen. Bio II Lect. (BIO 202)	3
	Gen. Bio II Lab (BIO 206)	1
	CHM 202	3
	Gen. Chem I Lab (CHM 205)	1
	THL 11x or PHL 11x	3
	Critical Issues (YYY 17x) (or ENG 15)	3
	COM 101	1

	15.5
2 Org. Chem II Lect. (CHM 323)	3
Org. Chem II Lab (CHM 324)	1
Ethics or Bible	3
Literature or History	3
PHA 310	3
ECO 203 or PSY 201 or elective	3

Term Subtotal

Core Requirements

Foundations: Composition	3
Foundations: Critical Issues	3
Foundations: Oral Comm.	1
Foundations: Math Reasoning	2-3
Foundations: PHL	3
Foundations: THL	3
Explorations: Und. Nat. Sci.	3
Explorations: Und. Soc. Sci.	3
Explorations: History	3
Explorations: Literature	3
Explorations: Ethics	3
Explorations: Biblical Trad.	3
Integrations: Intersections	3
Designated Oral Comm.	
Designated Writing	
Designated Statistics	
Designated Ethics	
Designated Technology	

Other requirements:

Four-Year Plan Not Pre-Health or Science students

Summer,
Transfer.

and Pre-CU CH

	Spring Semester	CH
Spr 1	RSP	0.5
	Gen. Bio II Lect. (BIO 202)	3
	Gen. Bio II Lab (BIO 206)	1
	CHM 202	3
	Gen. Chem I Lab (CHM 205)	1
	THL 11x or PHL 11x	3
	Critical Issues (YYY 17x) (or ENG 15)	3
	COM 101	1
		15.5
Spr 2	Org. Chem II Lect. (CHM 323)	3
	Org. Chem II Lab (CHM 324)	1
	Ethics or Bible	3
	Literature or History	3
	PHA 310	3
	ECO 203 or PSY 201 or elective	3
	Term Subtotal	16
Spr 3	Org. Chem II Lect. (CHM 323)	3
	Org. Chem II Lab (CHM 324)	1
	Elective	3
	Elective	3
	Intersections	3
	Term Subtotal	13
Spr 4		
	Term Subtotal	0
	Total	90
	> 300	

Core Requirements

- Foundations: Composition
- Foundations: Critical Issues
- Foundations: Oral Comm.
- Foundations: Math Reasoning
- Foundations: PHL
- Foundations: THL

- Explorations: Und. Nat. Sci.
- Explorations: Und. Soc. Sci.
- Explorations: History
- Explorations: Literature
- Explorations: Ethics
- Explorations: Biblical Trad.

- Integrations: Intersections
- Designated Oral Comm.
- Designated Writing
- Designated Statistics
- Designated Ethics
- Designated Technology

Other requirements

Four-Year Plan

Applied Chemistry Major + Pre Engineering (including Chemical or Biomedical Engineering)

Major Applied Chemistry + pre-Engineering

Key: Creighton Core

Dept. Chemistry

Required for Eng. Program

Cat. URL:

	Class Number	Fall semester	CH
Year 1	CHM 203	General Chemistry I	3
	CHM 204	General Chemistry I Lab	1
	MTH 245	Calculus I	4
	PHY 213	General Physics I	3
	PHY 205	General Physics I Lab	1
	Foreign Language		4
	RSP		0.5

Term Subtotal 16.5

Year 2	CHM 321	Organic Chemistry I	3
	CHM 322	Organic Chemistry Lab I	1
	MTH 347	Calculus III	3
		Critical Issues	3
		Oral Comm.	1
		Ethics	3
		Christian Tradition	3

Term Subtotal 17

Year 3	MTH 350	Appl. LA and DE	3
	CS 221	Intro to Programming	3
	CHM 341	Physical Chemistry I	3
		Global Persp. History	3
		Lit	3
		Fine Arts	3

Term Subtotal 18

Class Number	Spring Semester	CH
CHM 205	General Chemistry II	3
CHM 206	General Chemistry II Lab	1
MTH 246	Calculus II	4
PHY 214	General Physics II	3
PHY 206	General Physics II Lab	1
Philosophical Ideas		3
Cont. Comp		3
RSP		0.5

Term Subtotal 18.5

CHM 323	Organic Chemistry II	3
CHM 324	Organic Chemistry II Lab	1
BIO 202	General Biology II	3
BIO 206	General Biology II Lab	1
	<u>Bib. Tradition</u>	3
	<u>Und. Social Science</u>	3
CHM 315	Quant and Stat Analysis	4

Term Subtotal 18

CHM 343	Physical Chemistry II	3
CHM 342	Physical Chemistry Lab	2
	Upper-Division Elective	3
CHM 499	Chemistry Seminar	1
	Doing Social Science	3
	Ultimate Questions	3
	Intersections	3

Term Subtotal 18

Total
≥ 300

Other requirements or special instructions (specific ordering of courses, etc.):

Students interested in this major should talk to Dr. Destino or Dr. Gunn for advising, even before declaring the major.

Students need to be very careful to select courses to fulfill Designated Oral Comm, and Designated Tech within their Core/electives (USS, DSS and Upper-Division Elective can each potentially cover these Designates).

e.g.

USS: JRM 215 also fulfills Designated Tech

DSS: SOC/ANT 316 also fulfills Designated Oral Comm AND Designated Tech

Upper-Division Elective: 3 credits of research (culminating in CHM 497) would co

3-2 Engineering/Applied Physics and Pre-Engineering Major: Recommended 1st year courses

Fall semester		Cr Hr	Spring Semester		Cr Hr
Year 1	RSP 10x	0.5	Year 1	RSP 10x	0.5
	PHY 213 General PHY I (UNS)	3		MTH 246	4
	PHY 205 or 223(r);Physics Lab	1		PHY 214 + Lab (DNS)	4
	MTH 245 Calculus I (Math Reas.)	4		Cont. Composition	3
	PHL or THL 11x	3		PHL or THL 11x	3
	CIHI + COM 101	4		Und. Soc. Sci.	3
		15.5			17.5

Contact Janet Seger with questions. Students with Calc I can begin in MTH 246 in the fall.

3-2 Engineering/Math Major: Recommended 1st year courses

Fall semester		Cr Hr	Spring Semester		Cr Hr
Year 1	RSP 10x	0.5	Year 1	RSP 10x	0.5
	PHY 213 General PHY I (UNS)	3		MTH 246	4
	PHY 205 or 223(r);Physics Lab	1		PHY 214 + Lab (DNS)	4
	MTH 245 Calculus I (Math Reas.)	4		Cont. Composition	3
	PHL or THL 11x	3		PHL or THL 11x	3
	CIHI + COM 101	4		Und. Soc. Sci.	3
		15.5			17.5

Contact Nathan Pennington with questions. Students with Calc I can begin in MTH 246 in the fall.

3-2 Engineering/Applied Physics and Pre-Engineering or Math Major with the Modeling the Physical World Course: Recommended 1st year courses

Fall semester		Cr Hr	Spring Semester		Cr Hr
Year 1	RSP 10x	0.5	Year 1	RSP 10x	0.5
	MTH 249 (MTH Reasoning)	3		MTH 350	3
	PHY 221 (UNS) and PHY 223	4		PHY 214+Lab (DNS)	4
	Foundations: Cont. Comp	3		Foundations: PHL or THL 11x	3
	Foundations: CIHI + COM 101	4		Understanding Social Science	3
	Foundations: PHL or THL 11x	3		Foreign Lanugage	4
		17.5			17.5

Contact Nathan Pennington with questions.

3-2 Engineering/Applied Chemistry Major: Recommended 1st year courses

	Fall semester	Cr Hr		Spring Semester	Cr Hr
Year 1	RSP 10x	0.5	Year 1	RSP 10x	0.5
	CHM 203 and 204	4		CHM 205 and 206*	4
	MTH 245 Calculus I (Math Reas.)	4		MTH 246	4
	Foundations: PHL or THL	3		Foundations: PHL or THL 11x	3
	Foundations: Cont. Composition	3		Foundations: Critical Issues	3
	Understanding Social Science	3		Foundations: Oral Communications	1
		17.5			15.5

Contact Jess Gunn or Joel Destino with questions.

*CHM 285 and 286 can be substituted, in which case one of the core classes will be taken at a later time.

3-2 Engineering/Computer Science Major: Recommended 1st year courses

	Fall semester	Cr Hr		Spring Semester	Cr Hr
Year 1	RSP	0.5	Year 1	RSP	0.5
	MTH 245 Calculus I	4		MTH 246 Calculus II	4
	CSC 121 Computers & Scientific	3		CSC 222 Object-Oriented Programming	3
	CSC 221 Intro to Programming	3		Foundations: Composition	3
	Foundations: PHL or THL	3		Foundations: THL or PHL	3
	Foundations: Critical Issues	3		CHM 203 Gen Chem I	3
	Foundations: Oral Communications	1		CHM 204 Gen Chem I Lab	1
		17.5			17.5

Contact Dave Reed or Catie Baker with questions.

Data Science - Recommended 1st year courses

	Fall semester	Cr Hr		Spring Semester	Cr Hr
Year 1	RSP 10x	0.5	Year 1	RSP 10x	0.5
	MTH 245 (Math Reasoning)	4		MTH 246	4
	CSC 121 (Und. Nat. Sci.)	3		CSC 222	3
	CSC 221	3		Crit. Issues & COM 101	4
	PHL or THL 11x	3		PHL or THL 11x	3
	ENG 150 (Cont. Comp.)	3		Foreign Language	4
		16.5			18.5

Contact Nathan Pennington or Catie Baker with questions.

Students in the 3/2 Engineering program can major in any subject at Creighton but will choose a specific engineering specialty at Washington University. Below is a list of the engineering specialties offered at Washington University with a recommendation for the Creighton major that best fits that specialty.

Biomedical Engineering: Applied Physics and Pre-Engineering Major or Biomedical Physics major on the Biomedical Engineering track.

Chemical Engineering: Applied Chemistry Major.

Computer Engineering: Computer Science Major or Applied Physics and Pre-Engineering Major

Computer Science: Applied Physics and Pre-Engineering or Data Science

Electrical Engineering: Math Major or Applied Physics and Pre-Engineering Major.

Environmental Engineering: Applied Physics and Pre-Engineering Major

Mechanical Engineering: Math Major or Applied Physics and Pre-Engineering Major..

Systems Engineering: Math Major or Applied Physics and Pre-Engineering Major.

There are also designated Pre-Engineering Advisors in each of the departments pre-engineering students are mostly likely to have a major:

Physics	Dr. Janet Seger (Dual Degree Liaison with Washington University) HLSB G76 jseger@creighton.edu	Dr. Gintaras Duda HLSB G78 gkduda@creighton.edu
Math:	Dr. Randy Crist HLSB 543 crist@creighton.edu	Dr. Nathan Pennington HLSB 535 NathanPennington@creighton.edu
Chemistry	Dr. Jess Gunn HLSB 205 JessGunn@creighton.edu	Dr. Joel Destino HLSB 214 JoelDestino@creighton.edu
Computer Science	Dr. Catie Baker Hitchcock CatherineBaker@creighton.edu ,	

Four-Year Plan Social Work

Dept of Cultural and Social Studies

Four-Year Plan

Elementary Education

FOUR- YEAR PLAN WITH AND WITHOUT ADVANCED BACHELOR TO MASTER'S OPTION

Four-Year Plan

Major

Dept.

Cat. URL:

the 6 PHASES of APPRECIATIVE ADVISING



Disarm

Make a positive first impression with the student, build rapport, and create a safe, welcoming space.



Discover

Ask positive open-ended questions that help advisers learn about students' strengths, skills, and abilities.



Dream

Inquire about students' hopes and dreams for their futures.



Design

Co-create a plan for making their dreams a reality.



Deliver

The student delivers on the plan created during the Design phase and the adviser is available to encourage and support students.



Don't Settle

Advisers and students alike need to set their own internal bars of expectations high

Appreciative Advising Summary

Theories that Inform Appreciate Advising:

- Positive Psychology – study of optimal human functioning and the strengths and virtues that enable individuals and communities to thrive. Instead of being focused on the negative aspects of human functioning, positive psychology is based on a wellness model and is used to explore mental health promotions and wellness.
- Appreciative Inquiry – build upon their strengths rather than efforts to fix weaknesses
- Reality Therapy – based on choice theory through which people are taught ways to direct their own lives, make different choices, and develop the strength to handle life stresses and problems.
- Self Worth Theory – students strive for academic achievement out of the need to protect their sense of worth or personal values.
- Social Constructivist theory – new knowledge is constructed based on prior knowledge and learning is gained through personal experiences and social interactions.

Appreciative Advising can be summarized as the following:

1. Every college student has the potential for academic success.
2. Each college student possesses unique strengths.
3. Through explorations of their backgrounds, past experiences, present status and relationships, and future goals and dreams, student can identify sources of their own strengths.
4. In their quest to be academically successful, student must identify and build upon their strengths.
5. Not all college students have identified their strengths or the strategies necessary to utilize and develop these strengths.
6. Advisors play an important role in every college student's journey to optimize his/her educational experiences and enhance his/her self-knowledge.
7. The interactions between advisors and students will impact both the advisors' and the students' thoughts, viewpoints, and behaviors.
8. Advisors must be aware of how their own perspectives, attitudes, and language impact the advisor-student relationship.

Six Components of Appreciative Advising:

- Caring about and believing in the potential of each student.
- Appreciating the good fortune to positively impact other peoples' lives and the future of society.
- Acknowledging that one can always become better at his/her craft (advising).
- Remembering the amount of power students perceive advisors to possess and reflecting on how to best utilize that power.
- Being truly interested in students and enjoying learning from them.
- Being culturally aware and responsive in interactions with students.

Six Phases of Appreciative Advising

Disarm – make a positive first impression with students, and build rapport

- Smile & warm welcome, walk to reception area and greet the student: "Hi Jill, I'm glad you came in to see me today. Please, follow me to my office."
- Clean and welcoming office – sit in the chair normally occupied by students, what do you see?
- Office should display some personal items to allow the student to make a connection with the advisor
- Welcoming non-verbal behavior

Discover – learn about the student and identify strengths, passions, and skills

- Ask open-ended questions to gain knowledge about the student which can help the student identify strengths, passions, and skills.
- Be curious about the student and focus on questions that will elicit stories from the student.
- Advisor listens for stories of student's passions, strengths, and interests and watches for verbal and non-verbal cues.
- Help the student reflect on past experiences.
- Appreciative Advising Inventory

Dream – strive to understand the images in the students' minds.

- Elicit the hopes and dreams of the student
- Help students create positive mental images of their futures
- Assist students to select careers that allow them to play to their strengths

Design – co-create a plan to make the dream come true

- Advisor acts as facilitator and guide
 - Help student brainstorm options
 - Discuss the pros and cons of each option
 - Encourage student to thoroughly research their options and help determine the intended and possible unintended ramifications of each option.
- Provide positive feedback to help build student's confidence
- Be aware of the "curse of knowledge" – students do not know the topic as well as you do
- Make effective referrals.

Delivery – student executes the plan co-created in the Design phase

- Student has ultimate responsibility for carrying out the plan, but advisor provides encouragement and follows up to check on progress
- Energize student to be their best
- Engender academic hope – there is more than one right answer, path, major, etc.
- End the conversation well – send students off with a sense of confidence that they will be able to achieve the co-designed plan.
- Follow up

Don't Settle – help students aspire towards a great life and not settle for a good life

- Offer challenge and support so that students can grow – students can achieve more with the guidance of knowledgeable adult than she/he can achieve alone. Helps student raise their own internal bar of expectations.
- Raise the bar of expectations as student grows in confidence.
- Virtuous Cycle – guide and remind students to create and maintain positive self-reinforcing cycles of thought, emotion, and actions.

RSP: The Course

2025-2026

Creighton
UNIVERSITY

1

Structure

- "Ratio Studiorum" or plan of study
- RSP 101, 104 (Honors) and 105 (Transfer)
- *Culture of Collegiate Life*
- .5-credit, two semester (1 credit total), graded, course; 50 minutes, meets 14 pre-determined weeks throughout the year
- RSP Advisors, Decurions (junior or senior) and Peer Leaders (sophomore) lead the class

2



Objectives

- **Explore** the University's Jesuit Catholic history and understand the key Ignatian values integral to the liberal arts
- **Articulate** the College and University's learning outcomes as well as policies and resources
- **Learn** the plan of study required for degree programs (core, major, minor) in the College
- **Investigate** academic programs, experiential learning opportunities and extra-curricular activities

3

Responsibilities

- Summer Preview – Registration
 - June 2 & 3, 2025
 - June 5 & 6, 2025
 - June 9 & 10, 2025
 - June 12 & 13, 2025
- Teach RSP (fall & spring)
- Advising
- Sophomore Advising



4

Class Schedule



- RSP meets:
 - 8 classes in the fall
 - 6 classes in the spring
 - Plus two - three co-curricular meetings (advisors does not attend)
- Class meetings are set (see schedule in RSP Binder)
- Syllabus provided or create your own
- Blueline site provided for copying



5

Fall Required Topics –

- Jesuit Tradition & Values/Ignatian Heritage
- The Liberal Arts
- Academic honesty
- Magis Core
- Plan of Study –
 - university curriculum, catalog, Degree Works, majors, minors, registration
- 2-Year plan (fall),
- 1-2 Presentations by Decurion
- Final Reflection



6

CREIGHTON UNIVERSITY

Fall Co-Curricular Events

See RSP Calendar of Events in RSP Binder

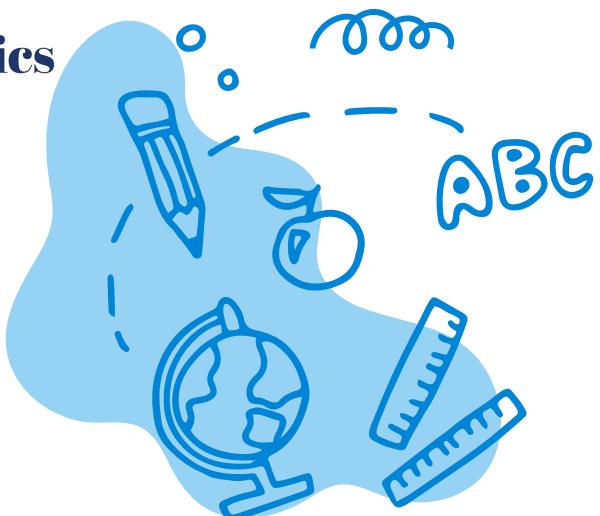
- Skutt Shutdown (Student Involvement Fair)
- Mission Week
- Mass of the Holy Spirit
- FLPA – Study Abroad Fair
- All Majors Career Fair
- National First-Generation College Student Week
- Consent 101 presented by the VIP Center – faculty don't attend; required on syllabus - TBA
- Well-Being Week, November 2025 - students attend one of multiple events; required on syllabus

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CREIGHTON UNIVERSITY

Spring Required Topics

- Decurion presentation
- 4-Year Plan
- Career Center presentation
- Reflection



8

Spring Co-Curricular Events

- Wheel of Fortune – Diversity presentation by the Intercultural Center, **required on syllabus**
- Career Week: Unlimited Opportunities! – February, **required on syllabus**
- All-Majors Career Fair
- Major/Minor Exploration and Research Fair – March, **required on syllabus**

9

Optional Topics

- Library – Quest for the Cup
- High-impact:
 - experiential learning, study abroad, SCSJ, CURAS- research, etc.
- Book discussions/readings
- Cortina Community
- Service project
- Wellness
- Student Panel



10

Social Activity – Fall or Spring

- Group Activity
- RSP Faculty, Peer Leader, Decurion, & students
- funds (\$200.00) available for social event
- Pizza, theatre, lights at mid-town, ice cream, Chipotle, Film Streams, etc.

11

Syllabus and Expectations

- RSP Weeks are set
- Sample syllabus as a flexible guide to faculty
- Include important dates and academic honesty policy as listed
- Reasonable workload and grading for .5-credit
- Attend RSP Advisor training throughout the year (prior to registration)



12

Syllabus and Expectations

- Two individual meetings outside of class with students in fall and two in spring
- Review schedules, mid-term grades, and final grades
- Record important points of conversations in Notes section of Creighton Connect
 - refer distressed students to Office of Student & Family Support, Anne DeLuca, via Creighton Connect
- Serve as academic advisor through sophomore year and until student is accepted in a major

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Additional Information

- Unstructured time in class to address student concerns
- Decurions and Peer Leaders as wonderful, welcoming role-models
- Time and space to get to know students personally . Record communication with students in Creighton Connect

14

CREIGHTON UNIVERSITY

August Information



- **Thursday, August 14, 2025**
 - New Advisor Breakfast, 8:15 am – 9:45 am, Harper Center 4067
 - College of Arts & Sciences RSP Training, 10:00 am – Noon, Harper Center 4067
 - RSP Welcome Luncheon, 12:00 pm – 2:00 pm, Harper Ballroom
 - Training for RSP advisors from A&S, Nursing, and Business - 10:00 am – 2:00 pm
 - Includes lunch with Decurion & Peer Leader
- **Saturday, August 16, 2025**
 - Student & Family Meeting, 3:00 pm – 5:00 pm
- **Monday, August 18, 2025**
 - Creighton Pathway & Convocation – 10:00 am – Noon
 - Academic Picnic – Noon
- **Tuesday, August 19, 2025**
 - First day of classes

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	RSP Advisor Roster 2025-2026					
	NET ID	Last	First	Department		
	CGA25969	Alexander Adams	Charise	ENG		
	SJA02888	Ali	Javed	CHM		
	EWA16560	Averett	Erin	FPA		
	ECB65167	Bredahl	Eric	EXS		
	LLB82345	Brockhoff	Lisa	Dean		
	EKI54620	Dakin Kirby	Erika	COM		
	JEC49270	Ecklund	Joe	GLS		
	JAF88073	Fairchild	Joshua	PSY		
	SLF20757	Fernandes	Steven	CSDJ		
	RDF62753	Fussell	Ron	EDU		
	JRG40211	Gabel	Jack	PHY		
	LKE50175	Gill	Laura	COM		
	JPG61400	Graney	Jeremy	EDU/SS	Honors	
	EJH47849	Haas	Eric	CHM	Honors	
	MWH35022	Hasbash	Martha	FPA	Dean's Fellows	
	HAH09735	Harris	HollyAnn	Dean		
	MJH90674	Harvey	Mikaela	MIL	Honors	
	JLH72091	Hearn	Jean	EDU		
	SAH76009	Hendrickson	Scott	PLS		
	ELH30808	Johnston	Erin	MLL		
	BAK52541	Kalk	Betni	CSDJ		
	BMK73412	Keegan	Bridget	Dean	Dean's Fellows	
	AKL95311	Kleffner	Allison	MTH		
	BST95639	Kowalke	Brooke	ENG		
	GBK06556	Kuhlman	Gerry	Dean		
	FKU05776	Kurtyka	Faith	ENG		
	JLL54238	Leighter	Jay	COM		
	MPL10315	Loesche	Molly	Dean		
	KML28840	Lumbard	Kevin	CSDJ		
	BMC07030	McEwen	Britta	HIS	Honors	
	RLM44927	Mindrup	Rachel	FPA		
	VMI48217	Minervini	Vanessa	PSY		
	RKM32834	Murray	Rebecca	Dean		
	AMY64008	Myers	Alex	CSDJ	Dean's Fellows	
	CAP78750	Pop	Cristina	ANT		
	NGR39382	Roddy	Nicolae	THL		
	LRO23540	Roost	Laura	PLS		
	AMS81956	Serraes	Allison	ENG		
	HSI67471	Siebler	Hollie	BIO		
	WCS75033	Solomon	Will	Dean		
	RSP44124	Spangler	Ryan	MLL		
	EST24518	Stokes	Emily	FPA		
	TST81127	Tucker	Ty	MIL		
	SKW90032	Weitl-Harms	Sherri	CSDJ		
	AEW23507	Witherby	Amber	PSY		
	JCY37068	Yee	Jennifer	EXS		

RSP Class Meeting Schedule 2025 - 2026

Class Sequence	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	August - 25 - 2025	August - 19 - 2025	August - 20 - 2025	August - 21- 2025	August -22 - 2025
2	September-08	August-26	August-27	August-28	August-29
3	September-22	September-02	September-03	September-04	September-05
4	September-29	September-23	September-24	September-25	September-26
5	October-06	September-30	October-01	October-02	October-03
6	October-20	October-21	October-22	October-23	October-24
7	November-03	November-04	November-05	November-06	November-07
8	November-17	November-18	November-19	November-20	November-21
Winter Break					
9	January-26-2026	January-13-2026	January-14-2026	January-15-2026	January-16-2026
10	February-02	January-27	January-28	January-29	January-30
11	February-23	February-24	February-25	February-26	February-27
12	March-16	March-17	March-18	March-19	March-20
13	March-30	March-31	April-08	April-09	April-10
14	April-20	April-21	April-22	April-23	April-24

Holiday and Break Schedule

Wednesday, August 27, 2025	Mass of the Holy Spirit - 3:30 pm <i>Classes are Cancelled</i>
Monday, September 1, 2025	Labor Day - No Classes
October 12-19, 2025	Fall Recess - <i>No Classes</i>
November 26 - 30, 2025	Thanksgiving Recess - <i>No Classes</i>
December 15, 2025 - January 11, 2026	Winter Break
January 19, 2026	Martin Luther King Jr. Day - <i>No Classes</i>
March 8th-15th, 2026	Spring Recess - No Classes
Thursday, April 2, 2026	Holy Thursday - <i>No Classes after 5:00 pm</i>
Friday, April 3, 2026	Good Friday - <i>No Classes</i>
Monday, April 6, 2026	Easter Monday - <i>Classes resume at 5:00 pm</i>

RSP Class Topics 2025 - 2026

Class Sequence	Topics
1	First Impressions, Blueline, Syllabus, How to College
2	Jesuit Tradition
3	Liberal Arts Education /Academic Honesty*
4	Obstacles to Learning - taught by Decurion
5	Magis Core review - must take place before registration which begins in November *
6	How to Create a 2-year plan/Preparing for Registration
7	Instructor Choice (book) or Academic Honesty
8	Final Class of the Semester - RSP Evaluation - Instructor choice - book
Winter Break	
9	Welcome Back - Instructor Choice (book)
10	Opportunities for Learning (taught by Decurion)
11	Career Center Presentation (see schedule for exact date)
12	Creating a 4-Year Plan & Preparing for Registration
13	Instructor Choice (book)
14	Final Class - RSP Evaluation - Instructor Choice (book)

*Indicates topics could be combined

Class Options:

Quest for the Cup

Study Abroad

CURAS - research opportunities

SCSJ

Student Leadership & Involvement Center

Service Learning

Student Senate



Ratio Studiorum Program Calendar Fall 2025 – Spring 2026

Consent 101, Well-Being Week, and the Major/Minor Exploration and Research Fair are all signature events and are required for RSP classes.

Consent 101

Required for all

September 14 – 20, 2025

VIP Consent & Bystander Intervention

This session introduces new students to the theme of consent and explains Creighton's policy through a peer-led interactive presentation. Decurions and Peer Leaders attend sessions with students.

Well-Being Week

Required for all

November 3 – 16, 2025

This co-curricular reinforces stress and anxiety are a normal part of college life with programming focusing on students' emotional, spiritual, and physical health. Students are required to attend one of multiple program offerings throughout a 2-week period, choosing something they feel would benefit them specifically. The primary goal is to recharge students at a critical point in the semester; some events will focus on developing self-help skills and identifying warning signs of potentially harmful behavior.

Major/Minor Exploration and Research Fair

Required for CCAS

March 18, 2026
11:30 AM – 2:30 PM
Skutt Ballroom

Students can visit faculty, staff and students about majors, minors, Kingfisher Concentrations, and research opportunities as they explore their own personal discernment.

**Events listed below are strongly recommended to help introduce new Creighton students to learning about opportunities beyond the classroom. Attendance is essential for engagement and planning out-of-class experiences. Decurions will follow up on involvement during a class session.*

Mission Week

August 25 – September 5, 2025

Members of Creighton University and Omaha community partners will be invited to come together to listen, learn, reflect, and explore themes which emerge from our Catholic, Jesuit Mission. The week will include time set aside to reflect on our larger purpose and on the Ignatian heritage and spirituality that animate our university, and will include a variety of events highlighted with a special presentation from Tattoos on the Heart author Fr. Greg Boyle, S.J.

Mass of the Holy Spirit

August 27, 2025
3:30 PM
St. John's Church

The traditional opening of the academic year at Jesuit schools around the world, the Mass of the Holy Spirit brings students, faculty, and staff together to ask for the Holy Spirit's blessing on our community. Classes are excused so all can take part in this celebration

Skutt Shutdown

August 28, 2025

Skutt Shutdown is an involvement fair where Creighton's clubs are represented, and all students can see what involvement opportunities await them. The Student Leadership and Involvement Center pairs with the Skutt Student Center to completely shut down and transform the building for a night filled of involvement, activities, food, and fun! Students are given the opportunity to explore and meet new people in a friendly atmosphere while finding their passions and developing their identities.

Study Abroad Fair

September 4, 2025
3:00 PM – 6:00 PM
Harper Ballroom

Come discover summer, semester, and year-long opportunities to study away from Creighton's campus while earning credit toward graduation. Opportunities include Faculty-Led Programs Abroad (FLPA), Creighton-in Semester Programs, and non-Creighton partner programs. Study abroad programs are available for all majors and pre-professional programs and graduate and professional students.

All-Majors Fall Career Fair

September 26, 2025
12:00 PM – 3:00 PM
Harper Ballroom

Students and Alumni are provided the opportunity to meet face-to-face with over 90 organizations that come to Creighton to recruit for internships, full-time positions, and volunteer opportunities.

National First-Generation College Student Week

November 2-8, 2025

This week gives first-generation students the opportunity to explore campus resources while celebrating their accomplishments and identities through various activities. All students are invited to participate in events and are encouraged to use this time to form connections with their first-generation peers while learning more about their experiences.

All-Majors Spring Career Fair

February 20, 2026
12:00 PM – 3:00 PM
Harper Ballroom

Students and Alumni are provided the opportunity to meet face-to-face with over 90 organizations that come to Creighton to recruit for internships, full-time positions, and volunteer opportunities.



Ratio Studiorum Program
Quest for the Cup

Reinert-Alumni Library

**Not a library tour ...
a treasure hunt!**

**To schedule your in-person RSP
Quest for the Cup please email
ASKREF@creighton.edu**

The Library is a crucial part of the first-year experience. During their time at Creighton, students must learn and apply the principles of “information literacy,” which include using the library’s physical and electronic resources. They will also use the Library to study, socialize, and rejuvenate.

The Quest for the Cup introduces RSP students to the Library through a simple, open-ended treasure hunt that takes less than an hour to complete. During the quest, students visit key locations and access specific library resources, including books and e-journal articles.

When they finish, students are rewarded with a cup in the form of a library-branded coffee mug.

Student feedback:

This activity was a great way of finding all of the different resources within the library and where we can go to find everything.

I got a lot out of going around all the parts of the library and am now more comfortable if I ever need anything in the library.

**Creighton
UNIVERSITY
University Libraries**



Fall 2025



Creighton University Ratio Studiorum Program (RSP) Faculty Advisor Position Description

RSP is Creighton's first-year experience and advising program, with a one-credit hour course taught by Faculty Advisors and additional co-curricular programming that supports a student's successful transition to college life and learning. The program is coordinated out of the Center for Advising Resources and Support in collaboration with the three undergraduate colleges. As RSP is structured a little differently in each of the undergraduate colleges, the Faculty Advisor position description is written accordingly.

RSP Faculty Advisors are expected to:

- Teach the RSP 1xx course, that meets for 50 mins once a week and follows a consistent syllabus provided by the individual college.
 - CCAS RSP sections meet year-round (8 sessions in the Fall; 6 in the Spring).
 - HCB and CON RSP sections meet only in the Fall semester.
- Meet with incoming admitted students during the advising sessions at Summer Preview to talk about fall registration, documenting the advising conversation in the Notes section of CreightonConnect (1 of the 4 required notes). Be available by email or phone during the summer to answer students' questions and discuss registration issues.
 - Note – the Summer Preview expectation may not apply to all HCB Faculty Advisors.
- Meet one-on-one with your first-year advisees at least twice in the fall semester.
 - The first meeting focuses on the advisee's initial adjustment to college and takes place within the first 4 weeks of the semester.
 - The second meeting occurs between the end of fall break and spring registration and focuses on academic plans, course registration, and a review of the holistic advising tools completed by students.
 - Notes from these meetings are recorded in CreightonConnect (2 and 3 of the 4 required notes).
- Meet one-on-one with your first-year advisees at least once in the spring semester.
 - This occurs between the end of spring break and fall registration and focuses on academic plans and course registration.
 - Notes from this meeting are recorded in CreightonConnect (4 of the 4 required notes)
- Advise students regarding course selection, majors, minors, and major and career discernment and serve as primary academic advisor until the student applies for their major.
- Encourage completion of holistic advising tools (ISSAQ, CliftonStrengths, Handshake) and utilize them in meeting with advisees.
- Attend All-University RSP Advisor Formation Day in August, as well as college-specific trainings and CARS Advising webinars throughout the year.
- Meet regularly with your Decurion as your RSP class proceeds. The Decurion will be trained and will be responsible for teaching two or three sessions of the RSP class.
- With the help of the Decurion and Peer Leader, offer at least one event (academic, social, cultural, or service-oriented) outside of class. Funds are available to cover some of the cost of these events.

For their work in both teaching and advising, Faculty Advisors are paid a \$3,000 stipend paid over the course of the semester (for CON and HCB advisors) or year (CCAS advisors).



Creighton University Ratio Studiorum Program (RSP) Decurion Position Description

RSP is Creighton's first-year experience and advising program, with a one-credit hour course taught by Faculty Advisors and additional co-curricular programming that supports a student's successful transition to college life and learning. The program is coordinated out of the Center for Advising Resources and Support in collaboration with the three undergraduate colleges. Decurions are junior/senior student leaders and teaching assistants to the Faculty Advisor, who also serve a critical role in mentoring and supporting new students during that adjustment to Creighton.

Decurion Eligibility & Desired Qualifications

- Students are nominated by Faculty Advisor or selected by the College Dean's Office.
- Junior status (minimum enrollment of 4 consecutive semesters complete at the end of spring semester).
- Cumulative GPA of 3.2 or higher; cannot be on university disciplinary probation nor serve in the Decurion role if placed on probation.
- Decurions cannot serve concurrently as a Resident Advisor.
- History of involvement in campus life, preferably in positions of student leadership.
- Willingness to serve as role model in academic achievement, co-curricular involvement, and leadership.
- Commitment to achieve the ideals presented in the Creighton Credo.
- Strong written and verbal communication skills; effective interpersonal skills.

Role Specific Requirements

- Facilitate a summertime connection with your RSP group.
- *Attend all RSP classes – scheduled throughout the academic year in CCAS – and assist with class logistics.*
- *Note: CCAS Decurions must be available for the entire academic year when committing.*
- Participate in all elements of the RSP class, including helping facilitate classroom discussions.
- Act as a referral resource and help students become academically successful by working with the RSP Advisor.
- Facilitate a 1:1 meeting with each RSP student in the Fall semester, completing a note that summarizes the student's Creighton experience.
- Support the first-year student engagement efforts coordinated through Student Success, to include tracking student completion of assessments.
- Meet with RSP Faculty Advisor, as arranged with him or her.
- Present a Magis Moment (involvement/learning strategy) for 2-3 minutes at the beginning of each class.
- Instruct three (3) sessions of RSP focused on the themes of:
 - 1) How to College; 2) Obstacles to Learning; and 3) Opportunities to Learning.
- Serve as a mentor for academic, co-curricular, and leadership involvement.
- Participate in 5-7 specifically designated Welcome Week events, beginning with the first RSP Class session on the Saturday before classes begin.
- Assist with publicizing, encouraging attendance, and reflecting on the RSP Well-Being Week in November.
- Must be available for Spring Training in early April and mandatory Fall Training (generally the Wednesday and Thursday before classes begin, and an evening session the week after classes begin).

Decurions receive \$300 in Jaybucks upon completion of the requirements for their role.



RSP Class Requirements for Decurions

(revised Spring 2025)

Decurions have two separate responsibilities in the RSP class; one is a Magis Moment that is delivered each class period, and one is a teaching requirement that is presented during three identified class periods throughout the semester/year.

Magis Moment (*delivered each class period*)

- The Magis Moment is an effort to ensure that new students are exposed to campus opportunities for engagement and involvements, as well as offered a weekly strategy for academic success.
- The Decurion is encouraged to tap into their own experiences and creativity in presenting the Magis Moment and could:
 1. Discuss opportunities for engagement that are offered in the upcoming week.
 2. Present a learning strategy related to time management or study skills that they found particularly helpful and relevant to the specific time of the semester.
 3. Ask each student to complete an index card where they document what opportunities they've explored on campus since the previous class and what academic success tips they've discovered and utilized.
- The Magis Moment should take no more than 5 minutes of class time and can be done at the beginning or end of class (at the Faculty Advisor's discretion).

Class 1 – How to College (*offered within the first month of school*)

- Note – *per the Faculty Advisor's discretion, this content may not be covered in a dedicated class but rather intermittently throughout the semester.*
- Designed to address some of the common challenges and questions new students have in their transition to the college classroom; all through the lens of the Decurion's own experience.
- Required Topics:
 1. Importance of checking e-mail; linking it to one's phone
 1. What to do when you receive any e-mail/communication from the University
 2. Blueline tips (calendar; e-mail settings; online classes)
 3. How to work with professors
 1. How to professionally respond, especially through e-mail
 2. The importance of that relationship
 3. Class absences and illnesses
 4. Academic language and terminology (majors; minors, credit hour, etc...)
 5. How much to get involved / CU Involved
 6. CreightonConnect
 7. LinkedIn
 8. Academic Planning: importance of staying organized with academic and enrollment info
- Possible Topics:
 1. How to organize yourself in an online class
 2. Chart showing differences between HS and College, where did the Decurion struggle?
 3. The changing role with parents (from both perspectives)
 4. Budgeting
 5. Managing the meal plan
 6. Networking with other students

Class 2 – Obstacles to Learning (*offered early in the Fall semester*)

- Designed to address the issues that students may face outside of the classroom that impede their ability to be successful. These include alcohol and drug use and abuse; healthy relationships; stress and anxiety; homesickness; living in a community and with roommates; fit and comfort at Creighton; sexual norms and mores.
- Decurions use their personal experience and passion to plan a lesson that helps students understand and process what they've seen, observed, and experienced on the Creighton campus relative to some of these issues.

Class 3 – Opportunities for Learning (*offered later in the Fall for HCB and CON; early in Spring for CCAS*)

- Designed to expose students to the multitude of opportunities for learning outside of the classroom, especially opportunities rooted in campus organizations, involvement, and the Ignatian ideal of service.
- Decurions use their personal experience and passion to plan a lesson that helps students understand how these experiences foster growth and challenges students to be intentional in planning for these opportunities while at Creighton.

Training

- Decurions receive training in August on both understanding the content they are required to present and how to teach (including the writing of lesson plans).
- Decurions are enrolled in a Blueline group complete with all the training materials and strong examples of previous lessons and plans.

RATIO STUDIORUM AND THE PEER LEADER

In the original Ratio Studiorum, developed by the Jesuits in 1599, there were three key roles: the Preceptor, the Decurion, and the Beadle. All three leadership positions were critical to the formation of students. The Beadle was an assistant who helped the faculty member, with the execution of their duties. Today, as a part of Creighton's RSP, Peer Leaders draw from the tradition of the Beadle and serve as peer mentors for the RSP sections.

As a team, Welcome Week Peer Leaders and Guides will work together to lead a small group of students throughout their Welcome Week experience. Together, these two positions will coordinate getting students to attend required events while building community together. Both the Peer Leader and Guide will serve on a committee lead by one of the eight Welcome Week Executive team members. Peer Leaders will continue with their RSP throughout their semester course, while the Peer Guide position will end at the conclusion of Welcome Week events.

PEER LEADER AND RSP RESPONSIBILITIES

- Attend all fall semester RSP Classes and serve as a peer mentor to the first-year students assigned to your RSP section
 - o *Arts and Sciences only:* Attend all spring semester RSP classes and schedule spring semester classes around your RSP section.
- Facilitate ice breakers and activities for the first RSP class the Saturday of Welcome Week and assist in tracking students who did not attend
- Be an active participant in the RSP
- Support the faculty member and advisor as necessary
- Participate in ongoing Peer Leader trainings throughout the Fall semester
- Intentionally check-in with members of your RSP section to ensure their transition is going smoothly.
- Meet with Faculty Advisor and Decurion regularly
- Assist Decurion in planning the main formal social activity for your RSP Section
- Share upcoming engagement opportunities for students happening around campus
- See the "Expectations" section for additional responsibilities

PEER GUIDE RESPONSIBILITIES

- Facilitate ice breakers and activities for the first RSP class the Saturday of Welcome Week and assist in tracking students who did not attend
- Serve as a strong, positive, and competent role model to incoming students in your assigned section throughout Welcome Week
- Assist the Peer Leader in creating community and leading a small group of students throughout their welcome week experience
- See the "Expectations" section for additional responsibilities

SKILL AND COMPETENCY DEVELOPMENT

- Verbal and Written Communication Skills
 - o Public Speaking
- Productive Relationship Building
- Problem Solving
- Group Development and Facilitation Skills
- Diversity and Inclusion Competency
- Goal Setting

EXPECTATIONS

- Complete Spring and Fall training programs;
 - o Spring training programs will happen on the following dates from 7pm-9pm
 - Monday, March 3
 - Monday, March 24
 - Monday, March 31
 - Monday, April 14
 - o Fall Semester training will begin on Monday, August 11. All Welcome Week participants will be granted early move in at no additional charge. More details on move-in will be shared later.
- Attend the entirety of all New Student Orientation commitments, including spring and fall training
- Be knowledgeable of the Welcome Week schedule and the content covered in each program
- Effectively maintain professional boundaries with new students
- Observe all University and New Student Orientation Policies
 - o During your time as a Welcome Week Student Leader, it is an expectation that you are not in the presence of, or consume any, alcohol, drugs, or other illegal substances. This will start upon moving on to campus and will end at the conclusion of Skutt Shutdown.
- Perform all responsibilities in a punctual, reliable, and conscientious manner
- Assist and serve as a role model to incoming students and family members, displaying patience, concern, and openness
- Be a positive member of the New Student Orientation Team
- Communicate effectively with a wide range of people
- Exercise mature judgement, good humor, flexibility, and patience
- Display positivity and professionalism on all social media platforms
- Remain committed to New Student Orientation and your position
- Represent the Creighton Mission and Jesuit ideals including all Jesuit values.

APPOINTMENT LENGTH

- **Fall Term: August 11 – 28** (*This is a target date and could change. Official dates will be shared ASAP.*)
- Specific dates and required time commitments for Welcome Week programs will be distributed during spring and fall training.

COMPENSATION AND BENEFITS

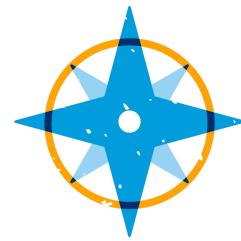
- Your commitment will begin on **Monday, August 11, 2025**
- Peer Leaders: Paid \$100 at the conclusion of the fall semester of your RSP Section
- Peer Guides: Paid \$50 at the conclusion of Welcome Week programming
- Additional Benefits

POSITION REQUIREMENTS

- Successful completion of a Criminal Background Check and a Student Disciplinary Records Check
- Good disciplinary standing with the University and New Student Orientation
- Minimum 2.50 Cumulative GPA and 24 credit hours completed by May 2025
- Successful completion of spring training

REPORTING LINES

- This position reports directly to the Assistant Director for Transitions and Welcome Week Coordinators



STUDY ABROAD

Creighton University

OH, THE PLACES JAYS GO!



Welcome to Study Abroad at Creighton University. Study Abroad is an important part of Creighton's global mission.

What programs are available? We offer a variety of academic programs to complement and enhance studies across all disciplines including:

**SEMESTER & YEAR-LONG PROGRAMS
SUMMER PROGRAMS • INTERNSHIPS
RESEARCH • SERVICE-LEARNING**

Where can you study? Creighton has numerous "Creighton-In" partner programs worldwide in:

**AUSTRALIA • BELGIUM • CHINA
DOMINICAN REPUBLIC • ECUADOR
FRANCE • GALÁPAGOS • GERMANY
INDIA • IRELAND • ITALY • JAPAN
SOUTH AFRICA • SOUTH KOREA
SCOTLAND • SPAIN • SWEDEN
150+ COUNTRIES WITH ISEP EXCHANGE!**

Want to learn more?

creighton.edu/studyabroad has program options, academic information, financial aid details, scholarship resources, and more. Come to a Getting Started Session every Friday at 12:30 hosted by the Global Engagement Office (GEO) during Fall and Spring semesters. Meeting locations at creighton.edu/studyabroad



@bluejaysabroad



@cujaysabroad

Creighton
UNIVERSITY
Global Engagement Office



STUDY ABROAD

HOW TO GET STARTED

1. ATTEND A FRIDAY SESSION

Getting Started Sessions are hosted every **Friday** (when school is in session) at **12:30 PM** by the Global Engagement Office (GEO). Weekly meeting info is on the study abroad website.



3. APPLY ONLINE!

If you have found a program that interests you, apply online on the study abroad website.



2. TALK TO A PEER AMBASSADOR

If you are unsure which program is best for you, **talk to a Peer Ambassador!** Their information is listed on the study abroad website.



4. MEET WITH A GLOBAL PROGRAMS COORDINATOR

Staff in the GEO are here to help you at all stages of your preparation. Make an appointment online or call the office!



CREIGHTON.EDU/STUDYABROAD



STUDYABROADADVISOR@CREIGHTON.EDU



[/BLUEJAYSABROAD](#), [/ENCDOMINICANO](#)



[@CUJAYSABROAD](#), [@CREIGHTONINTHEDR](#)

Study Abroad Basics

2.5 GPA

2 semesters completed

no disciplinary sanctions

Visit creighton.edu/studyabroad for complete study abroad eligibility requirements

Who can study abroad?

Programs are available to fit all majors and areas of study including pre-health, business, and nursing! Creighton students can study abroad after you have completed two full semesters at Creighton University, so as early as the summer after your first year or starting fall semester of your second year.

What is a Creighton-In Program?

Creighton partners with institutions around the world who offer high-quality study abroad opportunities. You may apply to study at one of the listed partners and will pay tuition and fees (and sometimes room and board) to Creighton for the semester abroad. In these programs, you can keep most CU scholarships! There are special considerations for tuition remission and tuition exchange students, so be sure to talk to the GEO for more information.

Are Creighton-In Programs run by Creighton University?

No, Creighton-In refers to a portfolio of select universities with which Creighton University has a strong and established partnership. You will be fully enrolled in the university abroad and will take courses designed and instructed by faculty of the institution abroad. Courses may be with local students, other international students, and/or North American study abroad students.

Can I study somewhere not listed here?

Yes! Talk to a Global Programs Advisor to learn about what other study abroad options are available!



Looking for summer or break programs abroad?

Options are available through Creighton University Faculty-Led Programs Abroad (FLPAs), Creighton-in partner university summer programs, and more! Visit creighton.edu/studyabroad to explore summer and break options.

Talk with an advisor today!

Info sessions are hosted by the GEO every Friday at 12:30 p.m. (when school is in session).

Visit creighton.edu/studyabroad for steps to get started.



Study Abroad Program Options



@bluejaysabroad

@cujaysabroad

Global Engagement Office
Creighton Hall, Suite 324
creighton.edu/studyabroad

Creighton
UNIVERSITY
Global Engagement Office



STUDY ABROAD
Creighton University

Creighton-In Programs

Creighton in Australia AY, F, S	Sydney, Australia (University of Sydney) <ul style="list-style-type: none"> English-instructed course offerings in all departments Core and major courses available Outdoor pursuits course offered Live in student apartments
Creighton in Belgium AY, F, S	Namur, Belgium (University of Namur, a Jesuit university) <ul style="list-style-type: none"> English-instructed courses in business, economics, marketing, political science and biology—best for third- and fourth-year students French-language-learning course(s) required Live in on-campus student residence
Creighton in China* *coming soon	Beijing, China (The Beijing Center, a Jesuit program) <ul style="list-style-type: none"> Available for Creighton students soon! Check with GEO English-instructed course offerings and internships Chinese-language-learning course(s) required Excursions built in to semester programming Live in homestay or student residence
Creighton in Ecuador AY, F, S	Quito, Ecuador (Universidad San Francisco de Quito) <ul style="list-style-type: none"> Business and core course options in English Wide offering of coursework in Spanish Two semesters of Spanish preferred, but not required Live with local host family
Encuentro Dominicano F only	Santiago, Dominican Republic (ILAC/CESI Center) <ul style="list-style-type: none"> Creighton's own service-learning program Core, Spanish and some elective courses offered Includes immersion in rural communities (<i>campos</i>) and travel opportunities throughout the Dominican Republic Live in community at ILAC and with host family in campo
Creighton in France—Lille AY, F, S	Lille, France (Université Catholique de Lille) <ul style="list-style-type: none"> English-instructed courses in business, communications, history, IR, literature and political science French-language-learning course(s) required Live in university dorms
Creighton in France—Lyon AY, F, S	Lyon, France (Lyon Catholic University) <ul style="list-style-type: none"> English-instructed options for business, political science, psychology and core English-instructed biology semester offered in spring semester French-language-learning course(s) required Live in student residence or with local host family
Creighton in Galápagos F, S	Galápagos Islands (Universidad San Francisco de Quito site) <ul style="list-style-type: none"> No Spanish required; three pre-determined English course tracks: Evolution, Ecology and Conservation; Marine Ecology; or People, Politics and the Environment Live with local host family
Creighton in Germany AY, F, S	Eichstätt or Ingolstadt, Germany (Catholic Univ. of Eichstätt-Ingolstadt) <ul style="list-style-type: none"> Specialized business and economics program offered during international fall term (Ingolstadt) English courses in sociology, European studies, theology, philosophy, education, social work and more (Eichstätt) German-language-learning course(s) required Live in student residence or apartment
Creighton in India—Bengaluru AY, F	Bengaluru, India (St. Joseph's University) <ul style="list-style-type: none"> Core and major-specific courses instructed in English Service-learning opportunities and outreach program NGO-Incubator and business internships available Live in off-campus student residence
Creighton in India—Mumbai AY, F	Mumbai, India (St. Xavier's College Autonomous) <ul style="list-style-type: none"> Core and major-specific courses instructed in English Courses in Indian historical and cultural studies Social involvement (service) program Live in off-campus student residence
Creighton in Ireland AY, F, S	Limerick, Ireland (University of Limerick or Mary Immaculate College) <ul style="list-style-type: none"> Core and major-specific courses available for many departments Drama/theatre, education or philosophy courses available at Mary Immaculate College Service-learning practicum for credit offered Live in on-campus dorms
Creighton in Italy—Bologna AY, F, S	Bologna, Italy (The Italy Center, Spring Hill) <ul style="list-style-type: none"> Core and major coursework available Italian-language-learning course(s) required Immersion and social-justice travel opportunities Live in Italian student residence
Creighton in Italy—Rome AY, F, S	Rome, Italy (John Cabot University, an American-style university) <ul style="list-style-type: none"> Core and major coursework available Italian-language-learning course(s) required Service-learning certificate program Live in off-campus student apartment
Creighton in Japan AY, S	Tokyo, Japan (Sophia University, a Jesuit university) <ul style="list-style-type: none"> English course offerings in all departments; core and major courses available Green Science Program Japanese-language course required Live in off-campus dorms
Creighton in South Africa F, S	Cape Town, South Africa (Marquette University) <ul style="list-style-type: none"> Two required Marquette courses, plus a variety of courses at University of the Western Cape Service-learning and regular service sites Live in community housing
Creighton in South Korea AY, F, S	Seoul, Korea (Sogang University, a Jesuit university) <ul style="list-style-type: none"> English course offerings in all departments; core and major courses available Korean-language course required Live in on-campus dorms
Creighton in Scotland AY, F, S	Glasgow, Scotland (University of Glasgow) <ul style="list-style-type: none"> Core and major-specific courses available for all departments Special academic program available for Honors students Live in off-campus student housing
Creighton in Spain—Bilbao AY, F, S	Bilbao, Spain (Universidad de Deusto) <ul style="list-style-type: none"> English-instructed courses in social sciences, theology, education and business Spanish-language-learning courses required Extracurriculars, sports teams and faith organizations on campus Live with a Spanish host family or in residence hall
Creighton in Spain—Seville or Córdoba AY, S	Seville or Córdoba, Spain (Universidad Loyola Andalucía) <ul style="list-style-type: none"> English-instructed courses for business, international relations, psychology and education; some internships available Spanish-language-learning courses required Spring certificate program in Spanish language and culture Live with host family
Creighton in Sweden AY, F, S	Uppsala, Sweden (Newman Institute, a Jesuit college) <ul style="list-style-type: none"> English-instructed courses in theology, philosophy, peace studies and core Swedish-language-learning course(s) required (noncredit option) Hands-on sustainability focus (some semesters) Live in on-campus dorms or a countryside manor house
Creighton ISEP Exchange AY, F, S	150+ worldwide options <ul style="list-style-type: none"> Courses in all departments and languages High level of immersion; courses offered with local and international students Language or topical programs available Live in student residence or apartment

AY = Academic year F = Fall semester S = Spring semester



WHEN WILL YOU ENCUENTRO?

Creighton's Premier
Semester-Long Academic
Service-Learning Program
in the Dominican Republic

- ✓ 6CR of Magis CORE - EDP 362 & EDP 461
- ✓ 3CR of Spanish (your level) - more available with electives!
- ✓ Elective classes available instructed in English &/or Spanish
- ✓ Service-learning, including weekly service site in Santiago, DR
- ✓ Immersions with host families in rural DR campo

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ENCUENTRO DOMINICANO

creighton.edu/encuentro

encuentro@creighton.edu

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Creighton Global Engagement Office (GEO), Creighton Hall 3rd Floor 402.280.2221

TSC 202: Intro to Vocational Discernment and Experiential Learning

Utilizing an Ignatian approach of experience, reflection, and action, this online course is designed to provide students with opportunities for major exploration, vocational discernment, and professional development.

Course topics include:

- major and career exploration
- resume development
- interviewing skills
- networking strategies

QUESTIONS?

Contact the John P. Fahey Career Center
careercenter@creighton.edu



**Offered Fall
and Spring
semesters**

Dear Creighton RSP Advisors:

We are providing the information below for both you and your students. Please feel free to contact any Pre-Health or Pre-Law advisors below for questions you run into when working with your students. We want to support you in your efforts to advise your students! Feel free to pass along our contact information to your advisees so they are aware of how to reach us with their extended pre-health and pre-law questions.

Students can schedule meetings with us through CreightonConnect. Meetings can be held in-person or via Zoom.

We want to encourage you to feel free to access all the resources available in the Pre-Health and Pre-Law Information Groups in Blueline and direct your students there as well. Many of them are already in the Groups and may have been accessing this information. But there is a lot there for them and I hope they take full advantage!

- Pre-Health Information Group
- Pre-Law Information Group

Thank you for all you do on the advising front lines. Let us know if we can help with any frequently asked questions or concerns your students have.

**Center for Advising Resources and Support
Pre-Professional Advising & Creighton Connect Questions**

Katie Larson, M.S.

Email: KatielLarson1@creighton.edu

Office Phone: 402.280.5552

Yajaira López-Villa, M.Ed.

Email: YajairaLopezVilla@creighton.edu

Office Phone: 402-280-3069

Mark Reedy, Ph.D.

Email: mreedy@creighton.edu

Office Phone: 402-280-3341

Bethany Gallimore, M.A.

Email: BethanyGallimore@creighton.edu

Office Phone: 402-280-3325



Student Success
Advising Resources and Support

Updates 01.23.25

Student Success Team Roster

Student Success | Creighton University

Last updated 4.16.25

NetID	Last Name	First Name	Title	Department
wwy89091	Young	Wayne	Vice Provost	Student Success
jec49270	Ecklund	Joe	Assistant Vice Provost	Student Success
mat32710	Tietjen	Mary Ann	Senior Director	The Success Center
bjg60918	Gallimore	Bethany	Assistant Director	Center for Advising Resources & Support
yal15327	López-Villa	Yajaira	Assistant Director	Center for Advising Resources & Support
kel12763	Larson	Katie	Director	Center for Advising Resources & Support
mre03957	Reedy	Mark	Senior Faculty Director for Pre-Professional Advising	Center for Advising Resources & Support
cjt54244	Truhe	Colin	Assistant Director - Business	John P. Fahey Career Center
sak63217	Kleinwort	Seth	Assistant Director - Operations and Outcomes	John P. Fahey Career Center
cad29164	Feldmann	Caitlin	Assistant Director - Student Development	John P. Fahey Career Center
kwe42899	Wessel	Katie	Associate Director - Arts & Sciences and Nursing	John P. Fahey Career Center
had43001	Doering	Heather	Associate Director - Business	John P. Fahey Career Center
tcn79066	Nownes	Tobias	Associate Director - Mentoring & Professional Programs	John P. Fahey Career Center
kbo65634	Bojan	Katie	Business Career Advisor	John P. Fahey Career Center
jmf87371	Fisher	Jeremy	Senior Director	John P. Fahey Career Center
JPG61400	Graney	Jeremy	Assistant Director, Academic Intervention & Programming	Office of Academic Success
rkm86533	Meyer	Becca	Assistant Director, Tutoring & Peer-Led Support	Office of Academic Success
tlp57632	Plater	Taunya	Associate Director	Office of Academic Success
klf82021	Feden	Kristy	Director	Office of Academic Success
RHA98635	Hazem Monieb	Rodaina	Grad Assistant - Assistant Academic Coach	Office of Academic Success
MKM8382	Marcozzi	Mia	Grad Assistant - Assistant Academic Coach	Office of Academic Success
BNR07004	Robison	Ben	Grad Assistant - Assistant Academic Coach	Office of Academic Success
AKW49284	Walter	Anna	Grad Assistant - Assistant Academic Coach	Office of Academic Success
abh26173	Bhinder	Arvish	Grad Assistant -	Office of Academic Success
jls53065	Austin	Jenni	Coordinator	Office of Military & Veterans Affairs
Mef52522	Frushour	Morgan	Assistant Director	Office of Student & Family Support
ade90310	DeLuca	Anne	Director	Office of Student & Family Support
gat78357	Price	Gillian	Assistant Director for Testing	Office of Student Accessibility Services
mpb30005	Brody	Matt	Assistant Director of SAS and OMVA (PHX)	Office of Student Accessibility Services
MRH84421	Harvey	Meagan	Grad Assistant - Omaha	Office of Student Accessibility Services

NetID	Last Name	First Name	Title	Department
NetID	Last Name	First Name	Title	Department
EAW63446	Westfall	Emily	Grad Assistant - PHSC	Office of Student Accessibility Services
lmm14098	Montanez	Lucy	Coordinator	TRIO - Classic Upward Bound
kwi66811	Williams	Kiana	Assistant Director	TRIO - Educational Opportunity Center
mra37507	Ravens	Madison	Coordinator	TRIO - Educational Opportunity Center
dbe56643	Bell	Dedrick	Director	TRIO - Educational Opportunity Center
mbr47606	Russell	Melena	Assistant Director	TRIO - SSS
mja66070	Jamilzada	Naim	Assistant Director	TRIO - SSS
ste29740	Terrell	Shirleena	Director	TRIO - SSS
mgd99087	Dial	Marcella	Senior Coordinator	TRIO - SSS
fvj94340	James	Fe	Admin Assistant	TRIO - Talent Search
dka41064	Allen	Dontae	Coordinator	TRIO - Talent Search
eso58220	Sotelo	Emilio	Coordinator	TRIO - Talent Search
kas71009	Stevens	Kim	Director	TRIO - Talent Search
rjs87865	Schnitker	Renee	Senior Coordinator	TRIO - Talent Search
ccc34754	Cox	Christopher	Coordinator	TRIO - Upward Bound
afd55026	Townsend	Anitra	Director	TRIO - Upward Bound
ddd73638	Devers	Deidra	Senior Coordinator	TRIO - Upward Bound
dpr14199	Prentice	Deanna	Senior Coordinator	TRIO - Upward Bound

Student Success Departments

Center for Advising Resources & Support

John P. Fahey Career Center

Office of Academic Success

Office of Military & Veterans Affairs

Office of Student & Family Support

Office of Student Accessibility Services

The Success Center

TRIO - Educational Opportunity Center

TRIO - SSS

TRIO - Talent Search

TRIO - Upward Bound

Pre-Professional Communities

The Center for Advising Resources and Support (CARS) offers support and services to students pursuing admission to professional programs in health or law. We engage with students in both individual and group settings to guide them on their journey to professional school.

Freshman-Year Pre-Professional Communities

Pre-Health Information Community

This online community is used to share information and resources with Creighton freshmen who have an interest in a pre-health path, including Pre-Medicine, Pre-Dentistry, Pre-Physical Therapy, Pre-Occupational Therapy, Pre-Physician Assistant, Pre-Pharmacy, Pre-Optometry, and Pre-Veterinary Medicine. Students who indicated a pre-health interest upon their admission to Creighton will automatically be enrolled in the Pre-Health Information Community in mid-August. Or students may self-enroll at <https://blueline.instructure.com/courses/1008705>.

Pre-Law Information Community

This online community is used to share information and resources with all Creighton students who have an interest in a pre-law path. Students who indicated a pre-law interest upon their admission to Creighton will automatically be enrolled in the Pre-Law Information Community in mid-August. Or students may self-enroll in the Pre-Law Information Community at <https://blueline.instructure.com/courses/1032793>.

PHLC 100 – Pre-Health Seminar Exploring Pharmacy, Occupational Therapy, and Physical Therapy

Students intending to begin an occupational therapy, pharmacy, or physical therapy program after two, three, or four years of undergraduate study will enroll in this seminar upon entrance to Creighton or in the year before they intend to apply. Topics covered include professionalism, building a resume, and healthcare experience. Students will learn about the activities and preparation necessary for a competitive application and additional advising is given regarding the selection of academic prerequisite courses. This is the first course in a two-seminar sequence.

Please see the reverse side for Sophomore and Junior year Pre-Professional Community descriptions.

As you move into your Sophomore and Junior years at Creighton, the following.

Pre-Professional Communities will continue to prepare you for your pre-professional journey.

Sophomore Year Pre-Professional Communities:

PHLC 200 – Pre-Health Learning Community

This is a semester-long Pre-Health Learning Community that will offer an opportunity for students interested in Pre-Medicine, Pre-Dentistry, Pre-Physician Assistant, Pre-Optometry, and Pre-Veterinary Medicine to explore and discern according to their interests. Information and resources specific to each health profession will be provided. Further discernment and exploration activities will be offered through panels of healthcare professionals, interaction with professional school admissions counselors, guest speakers, and other experiential learning exercises.

PRX 200 – Pre-Pharmacy Education

Students will enroll in this year-long seminar during the year of application to pharmacy programs.

POPT 200 – Pre-Occupational Therapy Education

Students will enroll in this year-long seminar during the year of application to occupational therapy programs.

Pre-Law Information Community*

This online community is used to share information and resources with all Creighton students who have an interest in a pre-law path. Students may self-enroll in the Pre-Law Information Community at <https://blueline.instructure.com/courses/1032793>.

Junior/Senior Year Pre-Professional Communities:

Students may enroll in the 300-level, profession specific seminars in either their junior or senior year, depending upon their application timeline. In these year-long seminars, students are advised regarding their progress towards a competitive application and are encouraged to reflect on their decision to pursue their chosen profession. The junior/senior year seminars focus on collecting the elements necessary to apply to a professional program. The following topics will be covered: preparation options for entrance exams, collecting letters of recommendation from faculty, writing a personal statement, and a review of the application service. The junior/senior year learning communities are:

PDDS 300 – Pre-Dental Education

PMED 300 – Pre-Medical Education

PPA 300 – Pre-Physician Assistant Education

PPT 300 – Pre-Physical Therapy Education

Pre-Law Information Community*

* Students who are interested in law school and legal careers are encouraged to remain enrolled in the Pre-Law Information Community throughout their undergraduate career.

Questions about the Pre-Professional Communities or Pre-Professional Advising? Contact Us!

Center for Advising Resources and Support

Office of Pre-Professional Advising
Hixson-Lied Science Building G06
cars@creighton.edu

Schedule Appointments with a Pre-Professional Advisor via CreightonConnect

CARS Pre-Professional Communities CRNs

Academic Year 2025-2026



Student Success
Advising Resources and Support

Course	Title	CRN	Room
PHLC 100	Pre-Health Seminar Exploring Pharmacy, OT, & PT	30	HLSB G04
POPT 200	Pre-Occupational Therapy Seminar	3	HLSB G04
PRX 200	Pre-Pharmacy Education Seminar	5	HLSB G04
PHLC 200	Pre-Health Seminar	73188	RGSB 120
PMED 300	Pre-Medical Education	6	RGSB 120
PPA 300	Pre-Physician Assistant Seminar	7	HLSB 188
PDDS 300	Pre-Dental Education	8	HLSB 188
PPT 300	Pre-Physical Therapy Education	28	HLSB G04

CARS Pre-Professional Communities are Academic-Year Term courses, except PHLC 100 and 200, they are semester long courses. The remainder of the seminars are all year and will remain enrolled without needing to re-register in the Spring. Students who discern away from pre-health while in a Pre-Professional Community may drop the Learning Community at any time without a W appearing on their transcript by contacting CARS@creighton.edu.

Students may register themselves for the Pre-Professional Communities:

- Search by Term: Academic Year 2025-2026 for PMED 300, PPA 300, PDDS 300, and PPT 300.
- Search by Semester for PHLC 100 and PHLC 200
- Time Conflicts and/or Study Abroad
 - Students studying abroad during one of the semesters during the Academic Year can still register and participate. They will need to communicate with the CARS staff member coordinating their community to develop a plan for completing assignments while abroad.
 - Students who have a legitimate time conflict with another course can still register and participate. They will need to communicate with the CARS staff member coordinating their community for completing assignments. Students with a time conflict may also need to contact CARS@creighton.edu with their name and NetID if they experience issues registering themselves for their Learning Community on the NEST.
- Students who experience issues registering for the Pre-Professional Communities can contact CARS@creighton.edu with their name, NetID and which seminar they are trying to register for.

CARS Learning Communities FAQ

Which Pre-Professional community should pre-law students enroll in?

CARS now has one community for all Pre-Law students (freshmen – seniors) – the Pre-Law Information Community. This online community is used to share information and resources with all Creighton students who have an interest in a pre-law path. The Pre-Law Information Community does not appear on a student's transcript, and all events and activities are optional. Students may join the Pre-Law Information Community at any time during their undergraduate career. Students who indicate a pre-law interest upon their admission to Creighton will automatically be enrolled in mid-August. Or students may self-enroll at <https://blueline.instructure.com/courses/1032793>.

Which Pre-Professional community should pre-health freshmen enroll in?

All freshman students should enroll in the Pre-Health Information Group in Blueline. Students who indicate a pre-health interest upon their admission to Creighton will automatically be enrolled in mid-August. Or students may self-enroll at <https://blueline.instructure.com/courses/1008705>.

In addition, freshman students with a Pre-Pharmacy, Pre- Occupational Therapy, and Pre-Physical interest should also enroll in the PHLC 100.

Which Pre-Professional community should pre-health sophomores enroll in?

Sophomore students with a Pre-Pharmacy interest should enroll in PRX 200, and sophomore students with a Pre-Occupational Therapy interest should enroll in POPT 200. If the student has not yet completed PRX 100, POPT 100 or PHLC 100, they should contact CARS for guidance on which seminar to select. All other sophomore Pre-Health students should enroll in PHLC 200.

What does PHLC 200 entail?

The Pre-Health Learning Community (PHLC 200) will offer an opportunity for all students interested in healthcare professions to explore and discern according to their interests. This seminar will include:

- Topics common to many professions including the following will be covered: professionalism and integrity, building a resume, research opportunities, the importance of letters of recommendation, options for preparation for standardized entrance exams, pre-professional academic course requirements, and the extra-curricular elements of a competitive application.
- Discernment and exploration activities will be offered through interactions with healthcare professionals, shadowing of current professional students, interaction with professional school faculty and admissions counselors, guest speakers, and other experiential learning opportunities
- Students will also participate in self-assessment activities to confirm their choice of profession and gauge their progress towards a competitive application.

Do the Pre-Health Pre-Professional Communities meet every week?

The Pre-Health Pre-Professional Communities do not meet every week; however, we ask students to keep the time available in their schedules. The Pre-Professional Communities typically meet 3-4 times each semester.

What if a student has a course conflict with the seminar, or is studying abroad?

While many sessions are more valuable with in-person attendance, we do realize there may be unavoidable conflicts, illness, or emergencies. We also have students who are studying abroad. Students who are enrolled in a Pre-Health Pre-Professional Community and have a conflict with attending a session can typically view a BlueCast recording of the sessions, depending on confidentiality of content. Sometimes there is also a brief "Participation Quiz" after a session to record credit for a student's participation whether attendance was possible or not.

Which seminar should students take after PHLC 200? Is PHLC 200 required to advance?**

For Pre-Medicine students: PHLC 200 is required before moving to the 300-level seminar, PMED 300, in either Junior or Senior year. Completion of PMED 300 is a requirement to request to have the student's file reviewed for a potential Committee Letter to be written for their application to medical school.

For Pre-Dentistry students: While there is no letter available for pre-dental applications, there is a PDDS 300 seminar offered after PHLC 200, and students participating in Learning Communities are given preference at Creighton's dental school.

For Pre-OT, PT, Pharmacy students: Incoming freshmen and, moving forward, any incoming students on the Pre-Pharmacy, Pre-Occupational Therapy, or Pre-Physical Therapy tracks will enroll in PHLC 100 during their first semester.

Current students will enroll in the corresponding seminar based on their track:

- PRX 200 for Pre-Pharmacy
- POPT 200 for Pre-Occupational Therapy
- PHLC 200 for Pre-Physical Therapy

For Pre-Physical Therapy students, PHLC 200 is required before advancing to PPT 300.

For Pre-Pharmacy students, PRX 100 must be completed before taking PRX 200.

For Pre-Occupational Therapy students, POPT 100 must be completed before enrolling in POPT 200.

The School of Pharmacy and Health Professions (SPAHP) offers priorities and preferences for Creighton applicants who meet certain criteria, including participation in the Learning Communities.

For Pre-Physician Assistant students: PHLC 200 is required before moving to the 300-level seminar, PPA 300, in either Junior or Senior year. Pre-PA students often choose to take a gap year to allow more time for patient care experience. Thus, Pre-PA students often enroll in PPA 300 as a "Guest" in their junior year, and as a "Student" in their senior year.

For Pre-Veterinary Medicine, Pre-Optometry, Accelerated Nursing and other Pre-Health students:

We are not able to offer 300-level seminars for all the health professions interests students have. However, students who have completed PHLC 200 and are pursuing a health profession can be added to any of the 300-levels seminars just by asking us. They can participate as an enrolled student (complete requirements) or as a Guest (access to all but no required completion of assignments). For example, we have had Pre-Veterinary, Pre-Optometry and other pre-health students enrolled as Guests in PMED 300 for access to certain helpful sessions, such as writing personal statements, preparing for interviews, etc.

*** Guest status in PHLC 200 does not normally meet the prerequisite to move to a 300-level seminar, but each case can be reviewed by request.*

**Center for Advising Resources & Support | cars@creighton.edu
402.280.5566 | Hixson-Lied G06**

Overview

- The Creighton Pre-Professional Scholars Program (CPPSP) is a student development program that prepares undergraduate students to enter one of Creighton's professional schools.
- Students are admitted to CPPSP by Undergraduate Admissions (in consultation with the respective professional school) prior to their freshman year.
- A key benefit of CPPSP is guaranteed or preferential consideration for admission to a Creighton professional school, and in some cases a scholarship.
- Students must meet **academic and non-academic criteria** as they proceed through undergraduate studies and/or at the time of application to Creighton's professional school. Depending on the program, criteria may include satisfactory GPA, satisfactory grades in prerequisite courses, completion of shadowing hours and service hours, and satisfactory scores on standardized exams.
- In the cases of pre-health programs, students must complete required pre-health advising seminars (such as PHLC 200 and PMED 300).
- Review the information provided in each link. Students who have questions specifically about criteria for their program should contact the Center for Advising Resources & Support (CARS).

CPPSP	Advising Seminars	Required Pre-Professional Courses
Dentistry	Pre-Health Info Group PHLC 200, PDDS 300	General Biology I & II w/labs; General Chemistry I & II w/labs; Organic Chemistry I & II w/labs; General or Classical Physics I & II w/labs; two semesters of English or writing courses
Law 3+3 option	Pre-Law Info Group	Students should choose courses that develop critical thinking, reading, research, analysis, and writing skills
Medicine	Pre-Health Info Group PHLC 200, PMED 300	General Biology I & II w/labs; General Chemistry I & II w/labs; Organic Chemistry I & II w/labs; General or Classical Physics I & II w/labs; Biochemistry; Psychology, Sociology, or Anthropology; Statistics
Occupational Therapy 2+3 option	Pre-Health Info Group POPT 100, POPT 200	Three credits in: (1) Theology, Philosophy, or Ethics; (2) Culture, Ideas, or Civilizations; (3) Human Anatomy; (4) English Composition; (5) Statistics. Six credits in Psychology, including either abnormal or human development. One credit in medical terminology. Six credits in theology.
Pharmacy 2+3 option	Pre-Health Info Group PRX 100, PRX 200	General Biology I & II w/labs; General Chemistry I & II w/labs; Organic Chemistry I & II w/labs; Human Anatomy; Calculus; Speech; Psychology; Economics; six credits in English; three credits in humanities or social or behavioral science; six credits in theology.
Physical Therapy 3+3 option	Pre-Health Info Group PHLC 200, PPT 300	General Biology I & II w/labs; General Chemistry I & II w/labs; General Physics I & II w/labs; Human or Mamilian Physiology; Human Anatomy; Statistics; six credits in English; six credits in theology.

Special Considerations for Advising

- CPPSP Pre-OT, -Pharmacy, and -PT:** Grades below C in required pre-professional courses can affect students' standing in CPPSP. If a student is facing a likely grade below C or a withdraw in a required course, please refer them to CARS for advising.
- CPPSP Pre-Medicine:** Grades below B in required pre-medicine courses can affect students' standing in CPPSP. If a student is facing a likely grade below B or a withdraw in a required pre-medicine course, please refer them to CARS for advising.
- CPPSP Pre-Dentistry and Pre-Law:** Grades will be holistically reviewed by the professional school at time of application. If a student would like to talk about the grade or GPA requirements, please refer them to CARS.
- All CPPSP:** Each Pre-Professional Scholars program has specific GPA standards students must meet to qualify for the preferential admission or scholarship benefits of their professional program.
 - Yet -** Even if a student does not meet the GPA requirement for preferential admission and/or scholarship through CPPSP, they can still apply and be admitted to a Creighton professional school.

Creighton School of Pharmacy and Health Professions Early Assurance Programs

The Doctor of Pharmacy (PharmD) program, Doctor of Occupational Therapy (OTD) program and Doctor of Physical Therapy (DPT) program offer an Early Assurance program designed for high school students interested in early admission to one of the programs within the School of Pharmacy and Health Professions.

Students are offered this program based on their high school credentials. Each Early Assurance Program has its own progression requirements set by the School of Pharmacy and Health Professions. The Early Assurance webpages (linked below) are the most up-to-date sources of information regarding these programs.

For all programs (Pharmacy, OT, and PT) students must 1) take all prerequisite/pre-professional coursework at Creighton, 2) earn grades of C or above in prerequisite courses, 3) meet program-specific GPA requirements, and 4) earn SA (satisfactory) grades in the Pre-Professional Communities.

Any withdrawal from a prerequisite course may impact a candidate's ability to remain in the Early Assurance program. Students are strongly encouraged to consult with the School of Pharmacy and Health Professions Office of Admission prior to withdrawing from prerequisite coursework. After the withdrawal has occurred, Early Assurance students will be required to submit a written appeal to the admissions committee to remain in the Early Assurance Program. Course withdrawals will be considered by the admissions committee on a case-by-case basis.

Early Assurance Pharmacy

- Website: <https://www.creighton.edu/pharmacy-ot-pt/pharmacy/creighton-undergraduate-admissions-pathways/early-assurance-program>
- Minimum Cumulative GPA: 3.0
- Minimum Math/Science Prerequisite GPA: 2.9
- Required Hours of Work/Shadowing in a Pharmacy Setting: 40 hours

Early Assurance Occupational Therapy

- Website: <https://www.creighton.edu/pharmacy-ot-pt/occupational-therapy/creighton-undergraduate-admissions-pathways/early-assurance>
- Minimum Cumulative GPA: 3.0
- Required Hours of Work/Shadowing in an OT Setting: 30 hours

Early Assurance Physical Therapy

- Website: <https://www.creighton.edu/pharmacy-ot-pt/physical-therapy/creighton-undergraduate-admissions-pathways/early-assurance>
- Minimum Cumulative GPA: 3.3
- Required Hours of Work/Shadowing in a PT Setting: 60 hours

Bachelor of Science in Interdisciplinary Health Studies FAQ



Is this available for current freshman and new students?

Yes! This pathway is specifically designed for current first-year students on accelerated pre-OT, -PT, or -Pharmacy tracks and will also be available to future cohorts. It's an exciting opportunity for students starting their Creighton journey to plan early and intentionally for their academic and professional goals.

Can current sophomores one of these tracks complete the BS-IHS?

Possibly, but it would be challenging. Sophomore students may face significant scheduling difficulties—especially with required courses like *Intersections*—which could limit their ability to complete the BS-IHS on time. Interested students should connect CARS as soon as possible to review options.

When can a student declare the BS-IHS major?

Students declare the BS-IHS major after being formally accepted into one of the professional programs in the School of Pharmacy and Health Professions (SPAHP). Until then, they can express interest and work with their academic advisor and CARS to stay on track.

What if a student doesn't want to earn the B.S., just the professional degree?

That's completely fine! The B.S. in Interdisciplinary Health Studies and the professional degree (e.g., DPT, OTD, PharmD) are separate credentials. Students can opt to complete just the professional degree if that aligns better with their goals.

What about HRS, HCOB, CON, ROTC students on these early entry SPAHP pathways?

These students may face additional logistical challenges due to program-specific requirements and scheduling conflicts. Each situation will need to be evaluated individually. Students should work closely with their academic advisor and CARS to explore what's possible.

When do students earn the BS-IHS? (In other words, when do they graduate?)

The BS-IHS relies on professional coursework to satisfy the upper-level requirements of a Creighton bachelor's degree, a student would earn the BS after 2 to 4 years of graduate study, depending on whether they are on an OT, PT, or Pharmacy route.

Who does the degree checks for the BS-IHS?

Since the BS-IHS is awarded by SPAHP, all degree audits and graduation clearances for this major will be handled by SPAHP staff. Students will still benefit from coordination between undergraduate advising and professional program advisors.

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402.280.5566 | Hixson-Lied G06**

Academic v. Pre-Health Advising Info

Pre-health advising is available to students interested in pre-health professions. Students should always begin by working with their assigned academic advisors first. The chart below provides a side-by-side comparison for your reference. In addition to pre-health advisors available in the Center for Advising Resources and Support (CARS), there are also several faculty pre-health advisors across campus.

ACADEMIC ADVISING THROUGH YOUR COLLEGE:	PRE-HEALTH ADVISING IN CARS AND ON CAMPUS:
Academic Advising is done with: <ul style="list-style-type: none">• Your Faculty Advisor<ul style="list-style-type: none">• This individual is assigned as your RSP instructor Freshman year and will remain your primary assigned academic advisor until you are accepted into a major or program.• Your Faculty Advisor in your major<ul style="list-style-type: none">• Once you are accepted into a major you are assigned a Faculty Advisor in that major/department	Pre-Health Advising is done with: <ul style="list-style-type: none">• Pre-Health Advisors available in CARS – use CreightonConnect to schedule.• Faculty Pre-Health Advisors – list available; some have specialty areas of advising expertise.• Admissions Counselors in the School of Pharmacy and Health Professions, the School of Medicine, or the School of Dentistry<ul style="list-style-type: none">• Questions about specific admissions requirements/courses – <i>not your Four-Year Plan</i>• Discussion about readiness to apply; is an application competitive or not?
Academic Advising includes: <ul style="list-style-type: none">• Advising on your overall academic plan• Magis Core requirements• Overall graduation requirements• Exploration of majors and where to find those requirements in the catalog.• Assistance with creating a Four-Year Plan• Questions about taking classes at another university and/or institution	Pre-Health Advising includes: <ul style="list-style-type: none">• Questions about prerequisite coursework necessary to apply to a professional school and how to sequence it.• Exploration of different healthcare professions• Discussion regarding the elements that make up a competitive application.• Assistance the application process
Academic Advisors often know: <ul style="list-style-type: none">• Some of the requirements and expectations for the health professional schools at Creighton• What your strengths are and how those apply to your goals• What your weaknesses are and how those may impact your goals• Where to find answers or where to refer you	Pre-Health Advisors often know: <ul style="list-style-type: none">• Where to refer you for questions about the Magis Core, graduation requirements, and/or major/minor questions• <i>Some</i> of the requirements for certain majors and minors• <i>Some</i> of the Magis Common Core classes that students take.
Academic Advisors <i>may</i> be able to assist you with: <ul style="list-style-type: none">• Prerequisite requirements for professional school applications• Elements of a competitive application for a healthcare professional school	Pre-Health Advisors <i>may</i> be able to assist you with: <ul style="list-style-type: none">• Magis Core requirements for pre-majors• A Four-Year Plan review for pre-health courses• Majors/minors options; keep in mind most health professions schools accept any major!



Pre-Health Sciences – Math, Chemistry, Physics, Biology

Creighton has a long, distinguished tradition of successfully preparing students for the health professions. Students with an interest in these professions are very strongly encouraged to participate in the appropriate Center for Advising Resources & Support (CARS) Pre-Professional Community for their field so they learn about academic preparation, career discernment/development, and the competitive application process.

It is important to advise these students to be very careful about accepting credits (by tests or transfer) for foundational science courses such as CHM 203/204, CHM 205/206, BIO 201/205, and BIO 202/206. Professional schools may not accept credit from these sources and/or students may not be adequately prepared for upper-level science courses at Creighton.

(Some Pre-Health students may express hesitation about taking both Biology and General Chemistry in their first semester/year. If eligible, they should be encouraged AT A MINIMUM to take General Chemistry, so they can continue to Organic Chemistry, if needed. If not academically ready to take both, they may need to consider a longer timeline before applying to certain professional schools so that they can build their academic profile).

Specific Scheduling Questions: MATHEMATICS

Which Math Class Fulfills My Requirements?

The Magis Core math requirement should be completed by the end of the sophomore year. Math classes that will fulfill the Magis Core requirement are:

- For the College of Arts & Sciences, MTH 205, 231, or 245 meet the Magis Core for math.
- For the College of Nursing, MTH 205 meets the Magis Core for math.
- For the Heider College of Business, both MTH 161 AND a Calculus course (one of MTH 141, 231, or 245) must be taken to fulfill the Heider COB Magis Core for math.

Note: Calculus courses assume that the student has a good working knowledge of pre-calculus mathematics. If a student did not gain (and retain) this in high school and/or their ACT or SAT math score does not demonstrate sufficient competency in algebra and trigonometry, student should consult with the Math department to decide their best option, before taking MTH 231 or 245.

Which Math Class Should You Take to Complete the Magis Core as a Pre-Health Student? Consider...

Major Requirements

If your major does not require Calculus II, MTH 231 is usually the best choice (assuming you also have pre-calculus math skills). If your major requires Calculus II (MTH 246) or higher, you should start with Calculus I (MTH 245) (assuming you also have strong pre-calculus math skills) unless you already have credit for Calculus I.

Prerequisite Requirements

Few medical or dental schools require calculus but - for good reason - most Creighton students going to medical or dental school have had some calculus because it helps students do well in other natural science courses (e.g. physics) that may not list calculus as an official pre-requisite. Some clinical health professions programs do require calculus, including pharmacy and optometry. Either MTH 231 or MTH 245 will fulfill a requirement for one semester of calculus.

Mathematics, cont'd...

Health Professions Preparation

MTH 205 might be fine for students preparing for a few of the health professions, including:

Occupational Therapy (in some cases)

Public Health (although note that some graduate PH programs do require calculus).

Health Administration and Policy

Healthy Lifestyle/Wellness Program

Medical Anthropology

MTH 231 or MTH 245 are recommended for the following health professions:

Dentistry

Medicine

Optometry

Pharmacy

Physical Therapy

Physician Assistant (in most cases; sometimes MTH 205 is sufficient; consult with a Pre-Health Advisor)

Occupational Therapy (in rare cases)

Unsure which Math course to take? Contact Dr. Pennington at 402-280-3338 in the Math Department for further guidance! **Note: Additional important considerations regarding Math courses appear below in the context of Chemistry and Physics course choices.**

Specific Scheduling Questions: PHYSICS

Which Physics class should I take to fulfill my pre-health requirements?

There are three options for General Physics I lecture and two options for General Physics II lecture. See below for more on which physics sequence students should choose based on their intended plan or major. General Physics I options are:

- PHY 201 - requires precalculus knowledge, but calculus is very helpful.
- PHY 213 - MTH 245 (Calculus I) is co- or pre-requisite.
- PHY 221 –Mathematical Modeling of the Physical World – MTH 245 pre-requisite; MTH 249 corequisite (**Not being offered Fall 2025**)
- Note that all the different versions of General Physics I (201, 213, or 221) lectures have one common General Physics Laboratory - PHY 205.

Pre-health science students (Pre-medical, Pre-dental, Pre-optometry, Pre-PT) not majoring in physics or chemistry, and other pre-health students majoring in biology, are encouraged to take the PHY 201/202 General Physics for the Life Sciences sequence with the common General Physics lab sequence PHY 205/206.

PHY 201/202 courses are pre-calculus (algebra and trigonometry)-based and are *typically* taken in the sophomore or junior year. There will be an emphasis on physics as it applies to the health sciences. High school pre-calculus algebra & trigonometry is technically sufficient math preparation for PHY 201/205 and 202/206 but having had calculus will make physics easier because then the student can memorize fewer formulas and derive the rest (using their basic calculus knowledge) as needed.

Physics, cont'd:

(Note: **Pre-Dental students** do not need General Physics completed before taking the Dental Admission Test, but it is required for dental school admission. **Pre-PA students** do not need to take General Physics unless it is required by their major. **Pre-OT** students typically do not need General Physics.)

Physical science majors (Chemistry, Biochemistry, Physics) are encouraged to take the calculus-based PHY 213/214 sequence, along with the common General Physics lab sequence PHY 205/206. MTH 141 (Business students only), MTH 231, or MTH 245 are options for the calculus prerequisite for PHY 213; MTH 245 is typically the best choice. Calculus will be used throughout the course. Most students considering a Biochemistry or Chemistry major should take General Physics in the sophomore Fall or Spring, depending upon which chemistry or biochemistry track the student plans to complete.

PHY 221 is not offered fall 2025 - Physics and math majors (Physics, Math majors, and those seeking an integrated Math/Physics preparation such as chemistry students who intend to pursue graduate study) are encouraged to take PHY 221 Mathematical Modeling of the Physical World along with the common General Physics lab PHY 205. Calculus I (MTH 245) is a pre-requisite for this course, and MTH 249 is a co-requisite. Calculus will be integrated throughout the course. This course is taught primarily as a project-based learning course. PHY 221 is only offered in the Fall semester.

Specific Scheduling Questions: **CHEMISTRY**

Chemistry Recommendations

If students are interested in majoring in chemistry or biology

And/or if they are planning a career in medicine, dentistry, physical therapy, pharmacy, or physician assistant. And they achieve the benchmark score or greater on the QANS (Quantitative Assessment for New Students – the math and chemistry placement exam)

- Then they should register for CHM 203/204 in the Freshman Fall

Students who do not achieve the benchmark score in QANS may either enroll in CHM 102 (Introductory General Chemistry 1) or seek additional guidance from the General Chemistry faculty regarding registration for CHM courses. This is especially relevant for students with little or no Chemistry preparation in high school.

A student who successfully completes CHM 102 and additional math preparation (if needed) in Freshman Fall could take CHM 202/204 in Spring.

These students should probably follow this sequence for math/chemistry:

The following Chemistry, Math, and Physics sequence is recommended for students who register for CHM 102 (note: consult other advising guidelines regarding Biology and other courses)

- **Fall, 1st year:** CHM 102
- **Spring, 1st year:** CHM 202 and 204 if CHM 102 completed successfully.
- **Fall, 2nd year:** CHM 205 and 206, and MTH 231 or 245. If Physics is required for your program, it might be appropriate to start Physics now.
- **Spring, 2nd year:** PHY 201 and 205 (if not taken in Fall) or PHY 202 and 206
- **Fall, 3rd year:** CHM 321 and 322 (Organic Chemistry I), if required for your program
- **Spring, 3rd year:** CHM 323 and 324 (Organic Chemistry II), and possibly CHM 371 (Biochemistry) if relevant for your program and/or with instructor consent.

Some students may want to take General Chemistry II (CHM 205 and 206) in the summer following their first year if CHM 202 and 204 went well. If so, they could then take Organic Chemistry in the 2nd year.

Please note that Organic Chemistry I is only offered in the fall semester and summer and Organic Chemistry II is only offered in the spring semester and summer.

Should I take General Chemistry in the summer?

- Consider carefully – material is compressed and study intense.
- Have you added to your preparation?
- Is it necessary to take it in summer? Is an alternative plan possible?
- Consult with your advisor.

Should I take Organic Chemistry and if so, when?

(Note: *Physical Therapy, Occupational Therapy and some other health professions do not require organic chemistry. Biology majors need organic chemistry for that major even if not for other reasons.*)

Most students take Organic Chemistry in the sophomore or junior academic year. *Organic CHM I is offered in the Fall but not the Spring; Organic CHM II is offered in the Spring but not the Fall. Students should take this into consideration as they plan their chemistry sequence timeline.*

Should I take Organic Chemistry in the summer?

Taking both Organic Chemistry I and II in the summer before the junior year may be a possibility but see cautions above. Before taking any summer, Organic Chemistry courses consult with advisors first, including pre-health advisors.

Many students opt to take Organic Chemistry I & II in the Junior year and take, if needed, Biochemistry in Junior Spring or in the Senior year, rather than taking Organic CHM in the summer.

Taking CHM 371, Biochemistry of Metabolism, in the same semester as Organic CHM II is possible but only if certain criteria are satisfied. Consult your advisor and/or the CHM Department for details.

Specific Scheduling Questions: BIOLOGY

Biology Recommendations

Freshmen can register for BIO 201/205 in the fall and progress to BIO 202/206 in the spring, if eligible*. This will allow students who are planning to major in biology and/or prepare for the health sciences to have enough time to plan for upper-level courses in biology now strongly recommended for testing (such as the MCAT) and professional school admissions.

There is no ACT/SAT minimum for BIO 201/205. Lecture and lab sections are now “linked.” Please be aware of this when advising students on building a schedule.

*A NOTE ABOUT GENERAL BIOLOGY 202/206 in Spring: Please note that BIO 202/206 General Biology: Cellular and Molecular (Lecture and Lab) has the following prerequisite: Completion of CHM 203 (General Chemistry I) with a grade of 'C' or higher, or CHM 102 Introductory General Chemistry 1 with a grade of "B-" or higher, or Instructor Consent to enroll. The concepts from General Chemistry will be referenced in BIO 202/206, and the chemistry background will be important to success in the course. Please contact the Biology Department for further assistance if needed.

After General Biology:

After completing a General Biology sequence, the following Biology courses may be helpful and/or required for a pre- health path. Students should be advised to carefully review prerequisite requirements for their program! Some of these courses may be required for a particular school they are considering. In addition, if completing a Biology major or minor, student should consult with their faculty advisor to determine whether

these classes will apply towards major and minor requirements. For Biology majors, there are many other course options not listed here that could fulfill a major requirement.

BIO 311 Biostatistics - This class counts toward the BIO major (but not the BIO minor). This class will also fulfill a Statistics prerequisite for a professional program. However, if you are not a Biology major, there are other Statistics classes that can fulfill a Statistics prerequisite. It can be helpful to take a Statistics class before many standardized entrance exams.

BIO 317 Genetics - This class is taught each fall and spring. The Genetics Lab, BIO 318, is an optional add-on but it is taught each fall, not spring. BIO 318 can be taken with or after BIO 317. Some upper-level Biology classes have Genetics as a pre-requisite. BIO 317 is required by UNMC College of Medicine. Its importance for the MCAT varies but is increasing. Biology majors are encouraged to complete BIO 317 in the sophomore year.

BIO 362 Cell Structure and Function - This class is taught each fall and spring. BIO 363 lab is an optional add-on but it is taught each fall, not spring. BIO 363 can be taken with or after BIO 362. BIO 362 is typically very helpful for MCAT. Some students in professional school have also indicated BIO 362 was a good preparation for advanced sciences. BIO 362 is also a prerequisite for BIO 449

BIO 433 Vertebrate Comparative Anatomy - This class is taught each spring, and it is a lecture and lab combination. It may be helpful before taking human anatomy in professional school. Some dental and other health professions schools require anatomy, check with schools or pre-health advisors for details. (If an EXS major, EXS 331 is the anatomy to take; EXS 331 may be available to non-majors too. Another human anatomy course option is PHA 310 lecture and, if desired, PHA 311 lab, both offered in the Spring).

BIO 449 Animal Physiology - This class is taught each fall and spring. Animal Physiology Lab, BIO 450, is an optional add-on but it is taught each fall, not spring. BIO 450 can be taken with or after BIO 449. Essential to have some kind of physiology before MCAT and reported to be very helpful for DAT too. If EXS major, EXS 320 is great alternative (like BIO 449, may be available to non-majors too). BIO 449 requires BIO 362 as a prerequisite.

BIO 451 Microbiology (Biology majors) or BIO 350 Microbiology (Non-Biology major, pre-health students' option) Some Dental, PA, Pharmacy, Optometry, Vet, and other health professions schools require microbiology; check with schools or pre-health advisors for details. Both BIO 451 and 350 include lab. BIO 350 can count in the Biology minor but NOT the Biology major. BIO 451 requires prerequisites beyond General Biology.

General Information for Students Not Eligible for General Chemistry



Student Success

Advising Resources and Support

All students who need to register for a chemistry course in their first semester must take the QANS (Quantitative Assessment for New Students) – the math and chemistry placement exam. This exam must be taken no later than one week prior to the start of Summer Preview to ensure results are received in time for appropriate advising. The QANS replaces the previous use of Math ACT or SAT scores.

Results of the QANS will place students into one of three categories:

- The student is prepared to take General Chemistry I lecture and lab (CHM 203/204).
- The student will be best served by taking Introductory General Chemistry 1 (CHM 102). CHM 102 does not have an associated laboratory.
- The student needs to discuss their registration with Chemistry Department Faculty during Summer Preview.

A Chemistry representative will be present at each summer preview session for registration advising. Students registering outside of Summer Preview who need additional guidance should email

DawnSchaefer-Monahan@creighton.edu. A faculty member from the Department of Chemistry and Biochemistry will follow up with the student.

For students who register for CHM 102 in the fall of their freshmen year:

- They will not take a chemistry lab in the fall semester.
- The second course in the sequence is CHM 202 (Introductory General Chemistry 2), which is offered Spring semester. CHM 204, Gen Chem I lab, is corequisite for CHM 202.
- After completion of CHM 202/204, to finish the general chemistry sequence students will take General Chemistry II lecture (CHM 205) and lab (CHM 206).
- CHM 205/206 can be taken in fall or spring of sophomore year, or in the summer after freshman year. However, students who are considering taking CHM 205/206 in the summer after freshman year should be advised about the intense pace of summer courses; a 14-week semester is compressed into 5- or 6-weeks. If the student did not do well in CHM 203 or 204, it is usually better to take CHM 205/206 during the school year. For many pre-health students this does not dramatically disrupt any timeline they are focused on. Please feel free to refer these students to a pre-health advisor for further discussion.

Please **strongly encourage** pre-health students who begin with CHM 102 to meet with a Pre-Health Advisor in the CARS during their first semester at Creighton. A CARS Pre-Health Advisor can assist the student in developing a timeline for their pre-health prerequisites.

Note for spring BIO advising - Students need a solid footing in general chemistry to be successful in BIO 202. So, during registration for spring classes, please advise students who are struggling in their first semester of chemistry (whether that be CHM 102 or 203) to strongly consider taking BIO 202 in the summer or in fall of sophomore year, after successfully completing a second semester of chemistry. Refer them to the Biology Department for further discussion if necessary.

Sample Schedules:

Most freshmen should study only two science/math subjects in the fall semester, especially if each involves laboratory. Some freshmen, depending on their intended major, may consider adding a third science/math course (e.g. calculus) in the spring semester if they did well in their fall courses.

Option 1: Students Prepared to take General Chemistry I

This option allows students who are ready to take CHM 203/204 in their first semester of freshman year to have a maximum of two math/science courses. It gives them a balanced course load.

FRESHMAN YEAR			
FALL SEMESTER	14.5–16.5 CREDITS	SPRING SEMESTER	14.5–17.5 CREDITS
RSP course	0.5	RSP Course	0.5
General Biology I (BIO 201) – Lecture	3	General Biology II (BIO 202) – Lecture <i>Must earn B- or higher in CHM 102 to take BIO 202 without any Gen CHM; alternatively, one can delay BIO 202 until Sophomore year when one will be taking Gen CHM</i>	3
General Biology I (BIO 205) - Lab	1	General Biology II BIO 206 – Lab	1
General Chemistry I (CHM 203) - Lecture	3	General Chemistry II CHM 205	3
General Chemistry I CHM 204 – Lab	1	General Chemistry II CHM 206 – Lab	1
Magis Core Foundations Courses chosen in consultation with assigned academic advisor	Varies	Magis Core Foundations Courses chosen in consultation with assigned academic advisor	Varies
If pre-health interest was indicated on admissions application students will automatically be enrolled in the Pre-Health Information Community , an online-only Blueline Group community. Freshmen can join at any time if not already automatically enrolled.			

SOPHOMORE YEAR			
FALL SEMESTER	15-16 CREDITS	SPRING SEMESTER	15-16 CREDITS
Organic Chemistry I (CHM 321) - Lecture	3	Organic Chemistry II (CHM 323) – Lecture	3
Organic Chemistry I (CHM 322) – Lab	1	Organic Chemistry II (CHM 324) – Lab	1
IF BIO 202 NOT YET COMPLETED SUCCESSFULLY, MAY TAKE BIO 202 NOW & BIO 206 IN SPRING		IF BIO 202 AND/OR BIO 206 NOT YET COMPLETED SUCCESSFULLY, TAKE BIO 202 AND/OR BIO 206	
If BIO 202 was successfully completed earlier, pre-health BIO course options include: BIO 362 Cell Structure and Function, or BIO 317 Genetics, or - if not planning to major in biology - BIO 350 Fundamentals of Microbiology, or possibly BIO 311 Biostatistics (but not if getting a different statistics course). Labs (e.g. BIO 363 or BIO 318) may also be available to those taking BIO 362 or 317 lectures, respectively, but those lecture courses can be taken without their respective companion lab courses.	3 or 4	If BIO 202 was successfully completed earlier, pre-health BIO lecture course options include: BIO 362 Cell Structure and Function, or BIO 317 Genetics, or possibly BIO 311 Biostatistics (but not if getting a different statistics course). Companion labs (e.g. BIO 363 or BIO 318) may not be offered in the spring but may be taken in a subsequent fall semester after completing BIO 362 or 317 lectures.	3 or 4
Alternatively, instead of 300-level BIO one could take General Physics I or additional math appropriate for major		Alternatively, instead of 300-level BIO one could take General Physics I (or Gen PHY II, if Gen PHY I already completed) or additional math appropriate for major	
Two or Three Magis Core Courses: Many Choices	Varies	Two or Three Magis Core Courses: Many Choices	Varies
Students enrolled in the Freshman Pre-Health Info Community should enrolled in PHLC 200 Pre-Health Pre-Professional Community , a single non-credit semester course for sophomores interested in the health professions. Students can also register for this course if they were not in the Pre-Health Info Community Freshman year.			

Option 2: Introduction General Chemistry I (CHM 102) in Fall of Freshman Year, No Summer Sciences

FRESHMAN YEAR			
FALL SEMESTER	14.5–16.5 CREDITS	SPRING SEMESTER	15.5–17.5 CREDITS
RSP course	0.5	RSP Course	0.5
General Biology I (BIO 201) – Lecture	3	General Biology II (BIO 202) – Lecture <i>Must earn B- or higher in CHM 102 to take BIO 202 without any Gen CHM; alternatively, one can delay BIO 202 until Sophomore year when one will have completed more chemistry</i>	3
General Biology I (BIO 205) - Lab	1	General Biology II (BIO 206) – Lab	1
Introductory General Chemistry 1 CHM 102	3	Introduction General Chemistry 2 (CHM 202) – Lecture + General Chemistry (CHM 204) -Lab	4
Magis Core Foundations Courses chosen in consultation with assigned academic advisor	7-9	Magis Core Foundations Courses chosen in consultation with assigned academic advisor	7-9
If pre-health interest was indicated on admissions application students will automatically be enrolled in the Pre-Health Information Community , an online-only Blueline Group community. Freshmen can join at any time if not already automatically enrolled.			

SOPHOMORE YEAR			
FALL SEMESTER	15-16 CREDITS	SPRING SEMESTER	15 -18 CREDITS
General Chemistry II (CHM 205) - Lecture OR Magis Core Foundations Courses <i>Offered in the FA & SP</i>	3	Magis Core Foundations Courses chosen in consultation with assigned academic advisor OR General Chemistry II (CHM 205) + General Chemistry II (CHM 206)	Varies
General Chemistry II (CHM 206) – Lab <i>Offered in the FA & SP</i>	1		
IF BIO 202 NOT YET COMPLETED SUCCESSFULLY, MAY TAKE BIO 202 NOW & BIO 206 IN SPRING		IF BIO 202 AND/OR BIO 206 NOT YET COMPLETED SUCCESSFULLY, TAKE BIO 202 AND/OR BIO 206	
If BIO 202 was successfully completed earlier, pre-health BIO course options include: BIO 362 Cell Structure and Function, or BIO 317 Genetics, or - if not planning to major in biology - BIO 350 Fundamentals of Microbiology, or possibly BIO 311 Biostatistics (but not if getting a different statistics course). Labs (e.g. BIO 363 or BIO 318) may also be available to those taking BIO 362 or 317 lectures, respectively, but those lecture courses can be taken without their respective companion lab courses.	3 or 4	If BIO 202 was successfully completed earlier, pre-health BIO lecture course options include: BIO 362 Cell Structure and Function, or BIO 317 Genetics, or possibly BIO 311 Biostatistics (but not if getting a different statistics course). Companion labs (e.g. BIO 363 or BIO 318) may not be offered in the spring but may be taken in a subsequent fall semester after completing BIO 362 or 317 lectures.	3 or 4
Alternatively, instead of 300-level BIO one could take General Physics I or additional math appropriate for major		Alternatively, instead of 300-level BIO one could take General Physics I (or Gen PHY II, if Gen PHY I already completed) or additional math appropriate for major	
Magis Core Foundations Courses chosen in consultation with assigned academic advisor	Varies	Magis Core Foundations Courses chosen in consultation with assigned academic advisor	Varies
If pre-health interest was indicated on admissions application students will automatically be enrolled in the Pre-Health Information Community , an online-only Blueline Group community. Freshmen can join at any time if not already automatically enrolled.			

Option 3 Introduction General Chemistry I (CHM 102) in Fall of Freshman Year; Summer Sciences

Students who choose this plan take General Chemistry II in the summer after the freshman year, which would enable them to move into Organic Chemistry in the sophomore year. Students are advised to approach summer science courses with caution, due to compressed time for learning advanced science material.

FRESHMAN YEAR			
FALL SEMESTER	14.5–16.5 CREDITS	SPRING SEMESTER	15.5 – 17.5 CREDITS
RSP course	0.5	RSP Course	0.5
General Biology I (BIO 201) – Lecture	3	General Biology II (BIO 202) – Lecture <i>Must earn B- or higher in CHM 102 to take BIO 202 without any Gen CHM; alternatively, one can delay BIO 202 until Sophomore year when one will have completed more chemistry</i>	3
General Biology I (BIO 205) - Lab	1	General Biology II (BIO 206) – Lab	1
Introductory General Chemistry 1 CHM 102	3	Introduction General Chemistry 2 (CHM 202) – Lecture + General Chemistry (CHM 204) Lab	4
Magis Core Foundations Courses chosen in consultation with assigned academic advisor	7-9	Magis Core Foundations Courses chosen in consultation with assigned academic advisor	7-9
If pre-health interest was indicated on admissions application students will automatically be enrolled in the Pre-Health Information Community , an online-only Blueline Group community. Freshmen can join at any time if not already automatically enrolled.			

SUMMER BETWEEN FRESHMAN & SOPHOMORE YEARS

General Chemistry II CHM 205/206 – lecture & lab

SOPHOMORE YEAR			
FALL SEMESTER	15-16 CREDITS	SPRING SEMESTER	15-16 CREDITS
Organic Chemistry I (CHM 321/322) – Lecture & Lab	4	Organic Chemistry II CHM (323/324) – Lecture & Lab	4
IF BIO 202 NOT YET COMPLETED SUCCESSFULLY, TAKE BIO 202 NOW & BIO 206 in SPRING		IF BIO 202 AND/OR BIO 206 NOT YET COMPLETED SUCCESSFULLY, TAKE BIO 202 AND/OR BIO 206	
If BIO 202 was successfully completed earlier, pre-health BIO course options include: BIO 362 Cell Structure and Function, or BIO 317 Genetics, or - if not planning to major in biology - BIO 350 Fundamentals of Microbiology, or possibly BIO 311 Biostatistics (but not if getting a different statistics course). Labs (e.g. BIO 363 or BIO 318) may also be available to those taking BIO 362 or 317 lectures, respectively, but those lecture courses can be taken without their respective companion lab courses. Alternatively, instead of 300-level BIO one could take General Physics I or additional math appropriate for major	3 or 4	If BIO 202 was successfully completed earlier, some of the appropriate next pre-health BIO lecture course options include: BIO 362 Cell Structure and Function, or BIO 317 Genetics, or possibly BIO 311 Biostatistics (but not if getting a different statistics course). Companion labs (e.g. BIO 363 or BIO 318) may not be offered in the spring but may be taken in a subsequent fall semester after completing BIO 362 or 317 lectures. Alternatively, instead of 300-level BIO one could take General Physics I (or Gen PHY II, if Gen PHY I already completed) or additional math appropriate for major	3 or 4
Two or Three Magis Core Courses: Many Choices	Varies	Two or Three Magis Core Courses: Many Choices	Varies
Students enrolled in the Freshman Pre-Health Info Community should enrolled in PHLC 200 Pre-Health Pre-Professional Community , a single non-credit semester course for sophomores interested in the health professions. Students can also register for this course if they were not in the Pre-Health Info Community Freshman year.			

Creighton Pre-Accelerated Nursing Prerequisites

Prerequisite	Semester Hours	Courses at Creighton that fulfill this requirement
Introduction to Sociology (or Anthropology)	3	SOC 101, ANT 111, ANT 112, ANT 113 PSY 344: Social Psychology can also fulfill this requirement
General Psychology	3	PSY 201 This requirement can be fulfilled by AP credit received for PSY 201.
Developmental Psychology (must cover the full lifespan)	3	NUR 228 (Instructor Consent needed) PSY 510 PSY 341 & PSY 342 (both must be taken for full lifespan)
Ethics	3	Choose one course from the Magis Core/Explorations – Ethics list: PHL 270, 271, 272, 275 THL 270, 271, 272, 273, 274 JPS 271, 274 WGS 272
Statistics	3	ANT/SOC/HAP 314 BIO/EVS 311 BUS 229 EXS 407 MTH 361 NUR 200 (Instructor Consent needed) PSY 315/316 PSY 370
Nutrition	2-3	EXS 350 NUR 223 (Instructor Consent needed)
Anatomy (lab not required)	4	EXS 111 EXS 331 BIO 433 PHA 310/311 (must take lab to reach 4 credits)
Physiology (lab not required)	4	EXS 320 BMS 303 (Instructor Consent needed) BIO 449/450 (must take both to reach 4 credits)
General Chemistry	4	CHM 203/204 AP credit cannot fulfill the General Chemistry requirement.
Microbiology	4	BIO 123 (Instructor Consent needed) BIO 452/453 (Biology majors only; Must take lab to reach 4 credits) BIO 350 MIC 141 (Instructor Consent needed)

Courses and prerequisites listed above are for the Creighton Accelerated Nursing program. Students considering other programs must research prerequisites.

* The Creighton University College of Nursing can waive one credit hour of Chemistry prerequisites. Thus, a student could choose to take the 3-credit CHM 111 course, instead of CHM 203/204, to fulfill the General Chemistry requirement.

Check with the academic department to verify terms in which courses will be offered.

Pre-Dental Fact Sheet

Creighton
UNIVERSITY

Student Success

Advising Resources and Support

Prerequisite and Recommended Courses

Pre-dental students should complete certain coursework to be prepared for the Dental Admission Test (DAT). In addition, students should research schools carefully to be aware of all prerequisite courses and other admissions policies. Students should meet with a Pre-Health Advisor in their freshman year to develop their timeline for application to dental school.

PREREQUISITES OFTEN REQUIRED FOR DENTAL SCHOOL

The following courses are commonly required by dental schools:

Complete before the DAT

- General Biology I & II w/ Labs - 8 hours - BIO 201/205 & BIO 202/206
- General Chemistry I & II w/ Labs - 8 hours - CHM 203/204 & CHM 205/206
- Organic Chemistry I & II w/ Labs - 8 hours - CHM 321/322 & CHM 323/324
- Biochemistry - CHM 383 or CHM 371
- General Physics I & II w/ Labs - 8 hours - PHY 201/205 & PHY 202/206
 - Physics is *not* included on the DAT exam. Some students choose to take physics in the senior year. Research schools to ensure this route is acceptable.

ADDITIONAL NOTES

- Some dental schools require additional courses, such as English composition, anatomy, physiology, microbiology, and biochemistry. Research programs of interest to verify requirements.
- Some pre-dental students report that courses in cell biology, biochemistry, or physiology can be helpful for the DAT.
- Courses that utilize visual and spatial perception (drawing, sculpture, ceramics, 3-D art, etc.) can be helpful in preparation for the Perceptual Ability section of the DAT.
- Some dental schools encourage students to take courses in the arts and social sciences. Creighton students take these courses as part of the Magis Core Curriculum.
- Some schools, including Creighton School of Dentistry, may not regard credit earned through examinations (AP/CLEP/IB) as being equivalent to completing required courses, but they may accept higher-level college courses as substitutes. Research individual schools for their policies regarding AP/CLEP/IB credits for prerequisite courses.

PRE-DENTAL GROUPS AND RESOURCES

Pre-Dental Society: All pre-dental students should participate in the Pre-Dental Society. This student organization provides leadership opportunities to further explore and gain experience in the pharmaceutical profession. Learn more on CU Involved: <https://cuinvolved.creighton.edu/organization/predentalsociety>

CU School of Dentistry: Creighton undergraduate students have the opportunity to shadow current Creighton dental students at the Creighton School of Dentistry Community Clinic. Information will be communicated via PHLC 200 and PDDS 300.

Make an appointment with dental school admissions office personnel in the spring of junior year to personalize the application process.

BECOMING A COMPETITIVE APPLICANT

Applicants to dental programs must complete a minimum of 90 credits (three years) of college coursework. Most students complete a bachelor's degree prior to entering dental school. Competitive applicants for admission have solid academic records, well-rounded co-curricular experiences, strong scores on the Dental Admission Test (DAT), supportive letters of recommendation, and can clearly articulate their reasons for pursuing the dental profession.

Selecting a Major, Grades, and GPA

Students are encouraged to choose a major where they can demonstrate strong overall academic performance, while also focusing on developing a solid foundation in the sciences. Ideally, a major should be based on student interests and should support an alternate career. Dental schools look for students who demonstrate the academic ability to handle rigorous course loads.

Grades play a crucial role in dental school admissions, reflecting a student's ability to handle challenges. Maintaining grades above a "B" is important, especially in the two years prior to applying. Grades below a "B" or having more than two withdrawals (W) may raise concerns about academic readiness or judgment.

GPAAs calculated on dental school applications include coursework done at all colleges attended and all attempts at a course.

Aim for GPAs of **3.4 or above**.

Pre-Dental Fact Sheet

Creighton
UNIVERSITY

Student Success

Advising Resources and Support

COURSE SCHEDULING CONSIDERATIONS

Freshmen and sophomores usually take only two natural science or math subjects each semester.

Biology:

General Biology I (BIO 201/205) and General Biology II (BIO 202/206) are typical choices for freshman fall and spring. Completion of either General Chemistry I (CHM 203) with a grade of "C" or better or Introductory General Chemistry 1 (CHM 102) with a grade of "B-" or better is required to take BIO 202.

Chemistry:

General Chemistry I (CHM 203/204) and General Chemistry II (CHM 205/206) are typical choices for freshman fall and spring. To be eligible to take General Chemistry in the freshman year, students must achieve a sufficient score on the Quantitative Assessment for New Students (QANS). Students who do not achieve a sufficient QANS score will need to complete CHM 102, with a grade of "B-" or better to progress to CHM 202/204.

Math:

Pre-dental students need pre-calculus, algebra, and trigonometry knowledge. Students who did not complete those courses in high school should take pre-calculus at a community college. NOTE: The Magis Core math requirement is satisfied by taking MTH 231 or MTH 245. Math, physics, and chemistry majors will need more than one semester of calculus and should take MTH 245.

Physics:

Students who have sufficient math and physics (a year of high school physics or a semester of college introductory physics, math through pre-calculus) are eligible to take General Physics I (PHY 201/205) and General Physics II (202/206). Prospective math, physics, and chemistry majors may take alternate sections of General Physics and additional math.

Summer Classes:

Science courses may be taken in the summer, but only when there are good reasons for doing so (not just a vague desire to "catch up") and not at community colleges. Speak with a Pre-Health Advisor about timelines.

Sample First Semester Schedule

Course sequencing may vary depending on a student's readiness

- General Biology w/ Lab (4 hours)
- General Chemistry I w/ Lab (4 hours)
- Magis Core Class (3 or 4 hours) - ENG or Critical Issues & COM 101
- Magis Core Class (3 hours) - PHL or THL
- Maybe another Magis Core Class (3 hours) - PSY or Foreign Language
- RSP Class (.5 hours)

Creighton
UNIVERSITY

Center for Advising Resources and Support
Hixson-Lied Science Building G06
CARS@creighton.edu

CO-CURRICULAR EXPECTATIONS

Volunteer & Service

It is important to demonstrate sustained commitment over time. Students should have service experiences in healthcare and non-healthcare settings. Check out the Schlegel Center for Service and Justice for opportunities:
<https://www.creighton.edu/scsj>.

Shadowing

Students must gain knowledge of the profession by shadowing professionals in their field. It is recommended that students shadow both general dentistry and dental specialties. Creighton students have the opportunity to shadow dental students at the Creighton School of Dentistry Community Clinic.

Research

Research experience is not a requirement for admission to dental programs, but may add an extra layer to an application if the student is particularly interested in research. See the Center for Undergraduate Research and Scholarship for opportunities:
www.creighton.edu/curas.

Leadership and Teamwork

Students must demonstrate leadership and interpersonal skills. Consider initiating group projects, serving as an officer in a student organization, or working as a teaching assistant. Students must also demonstrate the ability to work collaboratively.

Manual Dexterity

Dentists do precision work on a small scale, and need excellent hand-eye coordination. Students can fine-tune these motor skills through activities like drawing, painting, sculpting, ceramics, jewelry-making, sewing, nail art, learning musical instruments, and wood carving.

Pre-Medicine Fact Sheet

Creighton
UNIVERSITY

Student Success

Advising Resources and Support

Prerequisite and Recommended Courses

Pre-medical students should complete the following coursework to be prepared for the Medical College Admission Test (MCAT). Students should research schools carefully, as additional courses may be required for admission. Students should meet with a Pre-Health Advisor to develop their application timeline.

COURSES TO TAKE BEFORE THE MCAT

- General Biology I & II w/ Labs - 8 hours - BIO 201/205 & BIO 202/206
- General Chemistry I & II w/ Labs - 8 hours - CHM 203/204 & CHM 205/206
- Organic Chemistry I & II w/ Labs - 8 hours - CHM 321/322 & CHM 323/324
- General Physics I & II w/ Labs - 8 hours - PHY 201/205 & PHY 202/206
 - Alternate options available to math, physics, and chemistry majors
- Biochemistry - 3 or 6 hours - CHM 371 or CHM 383 & CHM 384 (Biochemistry majors)
- Physiology - 3-4 hours - BIO 449 or EXS 320
- Statistics - 3 hours
- Psychology - 3 hours - PSY 201
- Introductory Sociology/Anthropology - 3 hours - SOC 101, ANT 111, ANT 112, or ANT 113
- English - 6 hours - must include at least one course with significant composition/writing

ADDITIONAL RECOMMENDED COURSES

- Cellular Biology (BIO 362) - A few medical schools require this course, but many recommend it. Consider taking this during sophomore year as it is a prerequisite for BIO 449 and is helpful on the MCAT.
- Genetics (BIO 317) - Some medical schools, including UNMC, require genetics. If possible, consider taking this before senior year. It is likely of increasing importance on the MCAT.
- Developmental biology, anatomy, evolution, immunology, molecular biology, microbiology, and neurobiology are some examples of additional subjects relevant to medicine. Students should choose appropriate courses in consultation with major advisors and Pre-Health Advisors.

PRE-MED GROUPS AND RESOURCES

Pre-Medical Society: All pre-medicine students should participate in the Pre-Medical Society. This student organization provides leadership opportunities to explore and gain experience in the medical profession:
<http://cuinvolved.creighton.edu/organization/premedsociety>

CU School of Medicine: Make an appointment with medical admissions office personnel in the spring of junior year to personalize the application process.

BECOMING A COMPETITIVE APPLICANT

Competitive applicants for admission to medical school have bachelor's degrees, solid academic records with mostly A/B+ grades, well-rounded profiles of co-curricular experiences, strong MCAT scores, supportive letters of recommendation, and can clearly articulate their reasons for pursuing medicine.

Selecting a Major, Grades, and GPA

Pre-medicine is a pre-professional path that can be followed by pursuing any major. Ideally, a major should be based on student interests and support any alternate career. Medical school admissions committees care about your intellectual engagement in your chosen major. Essential science background can be gained, and the ability to learn additional information, a key skill, can be demonstrated by any major.

Grades play a crucial role in medical school admissions, reflecting a student's ability to handle challenges. Maintaining grades above a "B" is important, especially in the two years prior to applying. Grades below a "B" or having more than two withdrawals (W) may raise concerns about academic readiness or judgment.

GPAAs calculated on medical school applications include coursework done at all colleges attended and all attempts at a course.

Aim for GPAs of **3.5 or above**.

Pre-Medicine Fact Sheet

Creighton
UNIVERSITY

Student Success

Advising Resources and Support

COURSE SCHEDULING CONSIDERATIONS

Freshmen and sophomores usually take only two natural science or math subjects each semester.

Chemistry:

General Chemistry I (CHM 203/204) and General Chemistry II (CHM 205/206) are typical choices for freshman fall and spring. To be eligible to take General Chemistry in the freshman year, students must achieve a sufficient score on the Quantitative Assessment for New Students (QANS). Students who do not achieve a sufficient QANS score will need to complete Introductory General Chemistry 1 (CHM 102) with a grade of "B-" or better to progress to CHM 202/204.

Biology:

General Biology I (BIO 202/206) are typical choices for freshman fall and spring. Completion of either General Chemistry I (CHM 203) with a grade of "C" or better or CHM 102 with a grade of "B-" or better is required to take General Biology II.

Physics:

Students who have sufficient math and physics (a year of high school physics or a semester of college introductory physics, math through pre-calculus) are eligible to take General Physics I (PHY 201/205) and General Physics II (PHY 202/206). Prospective math, physics, and chemistry majors may take alternative sections of General Physics and additional math.

Math:

Pre-medicine students need pre-calculus algebra and trigonometry knowledge. Students who did not complete those courses in high school should take pre-calculus at a community college. NOTE: The Magis Core math requirement will be met by MTH 231 or MTH 245. Math, physics, and chemistry majors will need more than one semester of calculus, and should take MTH 254.

Summer Classes:

Science courses may be taken in the summer, but only when there are good reasons for doing so (not just a vague desire to "catch up") and not at community colleges. Speak with a Pre-Health Advisor about timelines.

Sample First Semester Schedule

Course sequencing may vary depending on a student's readiness

- General Biology I w/ Lab (4 hours)
- General Chemistry I w/ Lab (4 hours)
- Magis Core Class (3 or 4 hours) - ENG or Critical Issues & COM 101
- Magis Core Class (3 hours) - PHL or THL
- Maybe another Magis Core Class (3 hours) - PSY, SOC, or Foreign Language
- RSP Class (.5 hours)

CO-CURRICULAR EXPECTATIONS

Volunteer & Service

It is important to demonstrate sustained commitment over time. Students should have service experiences in healthcare and non-healthcare settings. Prioritize service that is directly working with individuals in need. Check out the Schlegel Center for Service and Justice for opportunities:
<https://www.creighton.edu/scjs>

Patient Care

Students must have experience working directly with patients, either through volunteer experience or through paid employment, such as a CNA, phlebotomist, home health aide, pharmacy technician, EMT or medication aide.

Shadowing

Students must gain knowledge of the profession by shadowing professionals in their field. Students should shadow in a variety of practice settings including primary care (family medicine/internal medicine). Acute and chronic care in hospitals and other settings are helpful.

Research

Experiences that are data-driven, collaborative, and investigative, with results communicated publicly are helpful (and essential for admission to some medical schools.) See the Center for Undergraduate Research and Scholarship for opportunities:
www.creighton.edu/curas

Leadership and Teamwork

Students must demonstrate leadership and interpersonal skills. Consider initiating group projects, serving as an officer in a student organization, or working as a teaching assistant. Students must also demonstrate the ability to work collaboratively (working on a research team, team sports, etc.).

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Hixson-Lied Science Building G06
CARS@creighton.edu

Pre-Occupational Therapy Fact Sheet

Creighton
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Student Success

Advising Resources and Support

Prerequisite and Recommended Courses

Pre-OT students should research schools carefully to be aware of all prerequisite courses and other admissions policies, as prerequisites vary among OT programs. Students should meet with a Pre-Health Advisor in their freshman year to develop their timeline for application to OT school.

PREREQUISITES OFTEN REQUIRED FOR OT SCHOOL

The following courses are commonly required by OT schools. Some courses, although not specifically required for an OT program, may be required to take upper-level courses, such as anatomy and physiology, at Creighton.

- General Biology I w/ Lab - 4 hours - BIO 201/205
- General Chemistry I w/ Lab - 4 hours - CHM 203/204
- Human Anatomy - 3 hours - EXS 111 (only accepted by Creighton), EXS 331, or PHA 310
- Physiology - 3 hours - BIO 449 or EXS 320
- Statistics - 3 hours- Many options for courses
- Psychology - 6 hours- required courses vary; typically General, Abnormal and/or Lifespan/Developmental
- English - 3 hours - ENG 150
- Medical Terminology - 1 hour - OTD 215

ADDITIONAL NOTES

- Creighton's OT program requires students to have 6 hours of Theology (often completed via the Magis Core Christian and Biblical Tradition).
- Creighton's OT program does not require a physiology class, nor does it require a lab with anatomy; however, a number of programs require both anatomy and physiology to be completed with labs.
- Some schools may not regard credit earned through examinations (AP/CLEP/IB) as being equivalent to completing required courses, but they may accept higher-level college courses as substitutes. Research individual schools for their policies regarding AP/CLEP/IB credits for prerequisite courses.

PRE-OCCUPATIONAL THERAPY GROUPS AND RESOURCES

Pre-Occupational Therapy Club: All pre-OT students should participate in the Pre-Occupational Therapy Club. This student organization provides leadership opportunities to further explore and gain experience in the OT profession. Learn more on CU Involved:

<https://cuinvolved.creighton.edu/organization/pre-ot>

Creighton University School of Pharmacy and Health Professions (SPAHP): Make an appointment with SPAHP admissions office personnel in the spring of the year applying to personalize the application process.

Creighton Preference: The Creighton Doctor of Occupational Therapy Program gives preferential admission consideration to Creighton undergraduate students who complete all prerequisite coursework at Creighton. Students who fully participate in the pre-professional communities and have a cumulative GPA of 3.25 are guaranteed an interview.

BECOMING A COMPETITIVE APPLICANT

Competitive applicants to OT programs must complete at least 60 hours of course work. Competitive applicants have solid academic records, well-rounded co-curricular experiences, robust experience working directly with patients, supportive letters of recommendation, and can clearly articulate their reasons for choosing the OT profession.

Selecting a Major, Grades, and GPA

Students are encouraged to choose a major where they can demonstrate strong overall academic performance, while also focusing on developing a solid foundation in the sciences. Ideally, a major should be based on student interests and should support an alternate career. OT programs look for students who demonstrate the academic ability to handle rigorous course loads.

Grades play a crucial role in occupational therapy school admissions, reflecting a student's ability to handle challenges. Maintaining grades above a "B" is important, especially in the two years prior to applying. Grades below a "B" or having more than two withdrawals (W) may raise concerns about academic readiness or judgment.

GPAAs calculated on OT school applications include coursework done at all colleges attended and all attempts at a course.

Aim for GPAs of **3.3 or above**.

Pre-Occupational Therapy Fact Sheet

Creighton
UNIVERSITY

Student Success
Advising Resources and Support

COURSE SCHEDULING CONSIDERATIONS

Freshmen and sophomores usually take only two natural science or math subjects each semester.

Biology:

General Biology I (BIO 201/205) is a typical choice for freshman fall, as it can prepare students for Anatomy and Physiology. General Biology II (BIO 202/206) is a typical choice for freshman spring. However, some pre-OT students may not need to complete General Biology II and should consult with a Pre-Health Advisor. Completion of either General Chemistry I (CHM 203) with a grade of "C" or better or Introductory General Chemistry 1(CHM 102) with a grade of "B-" or better is required to take General Biology II (BIO 202).

Chemistry:

General Chemistry I (CHM 203/204) may be needed to enroll in the Anatomy and Physiology courses required by many OT programs. Students should consult with a Pre-Health Advisor about the necessity of Chemistry for their particular situation. To be eligible to take General Chemistry in the freshman year, students must achieve a sufficient score on the Quantitative Assessment for New Students (QANS). Students who do not achieve a sufficient QANS score will need to complete CHM 102 with a grade of "B-" or better to progress to CHM 202.

Physics:

A small number of OT schools may require a semester of physics. Students who have sufficient math and physics (a year of high school physics or a semester of college introductory physics, math through pre-calculus) are eligible to take General Physics I (PHY 201/205) .

Math:

MTH 205 is often the best choice for pre-OT students. However, students who are applying to OT programs that require Physics will need pre-calculus algebra and trigonometry knowledge to prepare for General Physics I (PHY 201/205).

Sample First Semester Schedule

Course sequencing may vary depending on a student's readiness

- General Biology w/ Lab (4 hours)
- General Psychology (3 hours)
- Magis Core Class (3 or 4 hours) - ENG or Critical Issues & COM 101
- Magis Core Class (3 hours) - PHL or THL
- Maybe another Magis Core Class (3 hours)
- RSP Class (.5 hours)
- Pre-Professional Community (0 hours)

CO-CURRICULAR EXPECTATIONS

Volunteer & Service

It is important to demonstrate sustained commitment over time. Students should have service experiences in healthcare and non-healthcare settings. Check out the Schlegel Center for Service and Justice for opportunities:
<https://www.creighton.edu/scsj>.

Shadowing

Shadowing physical therapists is essential for gaining professional insight and meeting OT program requirements. Schools often require documented shadowing hours. Shadowing in diverse settings and sustained experience with one OT can strengthen applications, especially when a recommendation letter from an OT is needed. Research individual program requirements for specifics.

Research

Research experience is not a requirement for admission to OT programs, but may add an extra layer to an application if the student is particularly interested in research. See the Center for Undergraduate Research and Scholarship for opportunities:
www.creighton.edu/curas.

Leadership and Teamwork

Students must demonstrate leadership and interpersonal skills. Consider initiating group projects, serving as an officer in a student organization, or working as a teaching assistant. Students must also demonstrate the ability to work collaboratively.

Healthcare Experience

Students should pursue hands-on patient experience through volunteering or employment, such as working as a PT/OT Tech, CNA, EMT, or rehabilitation aide.

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Center for Advising Resources and Support
Hixson-Lied Science Building G06
CARS@creighton.edu

Pre-Occupational Therapy Prerequisites

Pre-Occupational Therapy:

- Pre-OT students are strongly encouraged to take POPT 100 during their freshman year. POPT 100 is an academic year course and is required for students pursuing occupational therapy school through the Creighton Pre-Professional Scholars Program (CPPSP) or Early Assurance.
- Students are well-served by taking one General Biology course with lab (BIO 201/205) in the fall of their freshman year. BIO 201/205 can be helpful preparation for a future anatomy course and is a prerequisite for some of Creighton's anatomy offerings.
- There are several anatomy courses from which students can choose:
 - EXS 111: available to pre-OT students in the Spring semester; no prerequisites; not accepted by OT programs outside of Creighton; best option for students who are pursuing the OTD program at Creighton after 2-years of undergraduate study.
 - PHA 310/311: available in the Spring semester; BIO 201 as the prerequisite; BIO 202 is strongly recommended; has a lab component available (PHA 311)
 - EXS 331: best option for EXS majors who are planning to complete their degree before OT school; BIO 201/205 and CHM 203/204 are prerequisites.
- Pre-OT students can take MTH 205 to satisfy the Magis: Math Reasoning. After they complete Magis: Math Reasoning they must take statistics.
- **Note:** Prerequisite courses for OT programs vary significantly by institution. Students considering programs at other schools must research prerequisites and should consult an advisor. OT programs outside of Creighton may need physics, biology, anatomy, physiology, and additional psychology. Programs may require labs with anatomy and physiology. All the physiology courses with labs offered at Creighton have CHM prerequisites.

Creighton School of Pharmacy and Health Professions

Doctor of Occupational Therapy Prerequisites

Entrance into the Doctorate in Occupational Therapy program requires a minimum of 60 semester hours of prerequisite courses. Prerequisite courses must be completed with a grade of C or better (a C- grade is **not** acceptable). All prerequisite coursework must be completed by August 1 of the desired year of entry. In addition, prior education, work experiences, honors, awards, service to others, and leadership activities serve to provide insight into a candidate's commitment to lifelong learning and doctoral-level education. It is recommended that prospective students spend time observing occupational therapists at work in their communities. This serves to familiarize the applicant with the general responsibilities of an occupational therapy professional. Personal interviews and three letters of recommendation are required in the admission process.

Prerequisite Courses	Semester Hours
Theology, Philosophy and/or Ethics (such as Magis Core Foundations THL or PHL)	3
Culture, Ideas and/or Civilizations (includes history, world religions, American studies, world literature, or women's studies)	3
Human Anatomy (PHA 310, EXS 331, or EXS 111)	3 or 4
English Composition (Any Magis: Contemporary Composition (ENG 15X))	3
Statistics (MTH 360, MTH 361, EXS 407, ANT/SOC/HAP 314, PSY 315/316, BIO 310 or 311, MTH 161)	3
Psychology (PSY 201 and either PSY 510, PSY 341, PSY 342, or PSY 351)	6
Medical Terminology (OTD 215)	1
Electives (Creighton undergraduate students must complete 6 hours of Theology among the elective hours. The Theology courses taken to fulfill these 6 hours cannot also apply towards the "Theology, Philosophy, and Ethics requirement.)	38

Students in Early Assurance and Creighton Pre-Professional Scholars Must Note the Following

- Any withdrawal from a prerequisite course may impact a candidate's ability to remain in the Early Assurance Program. Students are strongly encouraged to consult the School of Pharmacy and Health Professions Office of Admissions prior to withdrawing from prerequisite coursework. After the withdrawal has occurred, Early Assurance students will be required to submit a written appeal to the admission committee to remain in the Early Assurance Program. Course withdrawals will be considered by the admission committee on a case-by-case basis. Review progression criteria here: <https://www.creighton.edu/pharmacy-ot-pt/occupationaltherapy/creighton-undergraduate-admissions-pathways/early-assurance>.
- Any withdrawal or receiving a C- or below from a prerequisite course may impact a candidate's ability to remain a pre-professional scholar. Consult the [School of Pharmacy and Health Professions](#) prior to withdrawing and/or receiving a C- or below from prerequisite coursework. Review progression criteria here: <https://www.creighton.edu/academics/preprofessional-scholars-program/pre-professional-occupational-therapy-scholars>.

Human Anatomy Notes

- PHA 310 – Students must complete BIO 201 or BIO 202 with a grade of "C" or higher to take PHA 310. It is preferred that students complete both BIO 201 and BIO 202 before enrolling in PHA 310.
- EXS 331 – Students must complete both BIO 201/205 and CHM 203/204 with grades of "C" or higher.
- EXS 111 – Although EXS 111 will fulfill the anatomy requirement for Creighton's OT program, it is not accepted by OT programs outside of Creighton.

The prerequisites listed above are only for Creighton's OT program. Pre-OT students must carefully research the prerequisites for any programs they are considering OT programs may require Anatomy or Physiology courses with a lab component. Some classes that may be required by other OT programs (or that may be required to take some anatomy and physiology courses at Creighton) include:

General Biology with Lab	
BIO 201/205	General Biology: Organismal and Population <i>Prerequisites: None</i>
BIO 202/206	General Biology: Cellular and Molecular <i>Prerequisites: CHM 203/204 with a grade of C or higher, or instructor consent.</i>

General Chemistry with Lab	
CHM 203/204 (or CHM 102 + CHM 202/204)	General Chemistry I <i>Prerequisites: To take CHM 203/204 as a freshman, an ACT Math of 24 or higher or an SAT Math of 560 or higher is required.</i>
CHM 205/206	General Chemistry II <i>Prerequisites: CHM 203/204 with a grade of C or higher.</i>

Human Anatomy with Lab	
EXS 331	Human Anatomy <i>Prerequisites: BIO 201/205 or BIO 202/206; CHM 203/204 or CHM 205/206. Preference is given to EXS majors</i>
PHA 310/311	Human Anatomy for Pre-Professionals (the PHA 311 lab is optional) <i>Prerequisites: BIO 201 or 202 (both preferred). Offered in the Spring semester only.</i>

Human Physiology	
BIO 449	Animal Physiology (an optional lab is available in the fall semester – BIO 450) <i>Prerequisites: BIO 201/205, BIO 202/206, BIO 362; Junior Standing.</i>
EXS 320	Human Physiology with lab <i>Prerequisites: BIO 201/205 or BIO 202/206; CHM 203/204 or CHM 205/206. Preference is given to EXS majors</i>

Physics with Lab (*Some OT schools may accept a Physics course in place of a Kinesiology prerequisite*)

PHY 201/205	General Physics for the Life Sciences <i>Prerequisites: MTH 139 or higher.</i>
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Pre-Occupational Therapy and the

Magis

Core Curriculum

Students who plan early entry into Creighton's School of Pharmacy and Health Professions should use this checklist to prepare for the Bachelor of Science in Interdisciplinary Health Studies. *Credit hour listings are minimum number of hours required to satisfy the component. This list of classes does NOT represent all Magis Core requirements: Some are satisfied in professional school. Major changes need additional coursework. This major is only available to students accepted to Creighton SPAHP.*

I. Foundations Level (6 components)



- 1CCC Contemporary Composition** (3 hrs) _____
- 1CHI Critical Issues in Human Inquiry** (3 hrs) _____
- 1COC Oral Communication** (1 hrs) _____
- 1CMR Mathematical Reasoning:** (2 hrs) _____
- 1CPI Philosophical Ideas** (3 hrs) _____
- 1CCT The Christian Tradition** (3 hrs) _____

II. Explorations Level (6 components)



- 2CET Ethics** (3 hrs, PreReq: 1CPI) _____
- 2CGH Global Perspectives in History** (3 hrs, PreReq: 1CHI) _____
- 2CLT Literature** (3 hrs, PreReq: 1CHI) _____
- 2CBT The Biblical Tradition** (3 hrs, PreReq: 1CCT) _____
- 2CUN Understanding Natural Science: BIO 201 and 205** _____
- 2CUS Understanding Social Science: Psychology 201** _____

III. Other Creighton Pre-OT requirements (Students applying to other schools: See CARS advisor)

- Designated Statistics** (PreReq: 1CMR): MTH 361, PSY 315 or EXS 407
- Anatomy** (Take BIO 201 first): PHA 310, EXS 111 or EXS 331 (additional PreReqs)
- Lifespan or Abnormal Psychology** (PreReq: PSY 201): PSY 341 and 342, PSY 351 or PSY 510
- Medical Terminology**: OTD 215

IV. Minimum credit hours (can be a combination of Creighton hours and pre-college transfer credit)

- Electives to reach 60 Credit hours. Suggested electives include Fine Arts, Foreign Language, subject areas of interest and additional Magis Core classes.

Electives: _____

Electives: _____

2-Year Plan for Occupational Therapy

Admission to Creighton's Occupational Therapy program requires at least two years (60 credits) of undergraduate study. This is a plan for students who are interested in starting OT school after two years of undergraduate study.

Although General Biology is not a specific prerequisite for Creighton's OT program, it is needed for most anatomy courses at Creighton.

Students considering Occupational Therapy studies at institutions other than Creighton should investigate the specific prerequisites at those institutions. Not all Pre-OT students will need CHM 203/204. However, many Occupational Therapy programs require additional science courses, including anatomy and physiology courses WITH labs, which may first require the completion of General Biology and General Chemistry.

All Pre-OT students should meet with a Pre-Health Advisor in the CARS during their first semester at Creighton to create their plan of study, as requirements vary significantly among OT schools. Students should always stay on track with the Magis Core requirements, as well as a potential major, in case they are not admitted to OT school after two years of undergraduate study. The sample plan below deliberately incorporates Magis Core and major courses, so that students stay on track for a degree (if needed).

Year 1 Fall Semester	Year 1 Spring Semester
<ul style="list-style-type: none"> Under. Natural Science: BIO 201/205 Critical Issues & COM 101 Christian Tradition: Theology Course Under. Social Science: PSY 201 Math Reasoning: MTH 205 RSP 101 Pre-Health Seminar (0) 	<ul style="list-style-type: none"> Anatomy: Pharmacy 310 or EXS 331 ENG – Composition PHL Fine Arts Medical Term: OTD 215 RSP 101 Pre-Health Seminar (0)
Year 2 Fall Semester	Year 2 Spring Semester
<ul style="list-style-type: none"> Statistics: MTH 361, PSY 315 or EXS 407 Biblical Tradition: Theology Course Global Perspectives or Literature Ethics Major Exploration Pre-Health Seminar (0) 	<ul style="list-style-type: none"> Lifespan or Abnormal Psyc: PSY 341 and PSY 342, PSY 351 or PSY 510 Global Perspectives or Literature Major Exploration Course Major Exploration Course Major Exploration Course Pre-Health Seminar (0)

Pre-Optometry Fact Sheet

Creighton
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Student Success
Advising Resources and Support

Prerequisite and Recommended Courses

Pre-optometry students who complete the following courses should be well-prepared to apply to a large percentage of optometry programs. Students are encouraged to research individual optometry programs to ensure they are aware of all prerequisite courses and other application requirements.

PREREQUISITES OFTEN REQUIRED BY OPTOMETRY PROGRAMS

- General Biology I & II w/ Labs - 8 hours - BIO 201/205 & BIO 202/206
- General Chemistry I & II w/ Labs - 8 hours - CHM 203/204 & CHM 205/206
- Organic Chemistry I & II w/ Labs - 8 hours - CHM 321/322 & CHM 323/324
- General Physics I & II w/ Labs - 8 hours - PHY 201/205 & 202/206
- Biochemistry - 3 or 6 hours - CHM 371 or CHM 383 & CHM 384 (Biochemistry majors)
- Microbiology - 3 hours - BIO 350 (non-BIO majors) or BIO 452/453 (BIO majors)
- Physiology w/ Lab - 4 hours - BIO 449/450 or EXS 320
- Human Anatomy w/ Lab - 4 hours - EXS 331 or PHA 310/311
- Calculus - 3 or 4 hours - MTH 231 or MTH 245
- Statistics - 3 hours - Many options for courses
- Psychology - 3 hours - PSY 201
- English - 6 hours

ADDITIONAL RECOMMENDED COURSES

- Many optometry programs may accept AP/CLEP/IB, dual-enrollment, or community college courses to meet prerequisites; applicants should research individual schools to be certain of their admissions policies.

PRE-OPTOMETRY GROUPS AND RESOURCES

Pre-Optometry Club: All pre-optometry students can participate in the Pre-Optometry Club. This student organization provides opportunities to further explore and gain experience in the optometry profession. Learn more on CU Involved: <https://cuinvolved.creighton.edu/organization/pre-optometry>

Optometry Programs: There are 25 Association of Schools and Colleges of Optometry (ASCO) member schools in the United States and Puerto Rico. Students can access a list through the Association of Schools and Colleges of Optometry's website: optometriceducation.org

Additionally, students will benefit from using OptomCAS to further research Optometry programs, accessible through: optomcas.org

BECOMING A COMPETITIVE APPLICANT

Applicants to optometry school must complete a minimum of 90 credit hours (three years) of college coursework, which includes optometry prerequisites. Most pre-optometry students complete bachelor's degrees prior to entering optometry school. Competitive applicants for admission have solid academic records, well-rounded profiles of co-curricular experiences, strong scores on the Optometry Admission Test (OAT), supportive letters of recommendation, and can clearly articulate their reasons for choosing optometry.

Selecting a Major, Grades, and GPA

Students are encouraged to choose a major in which they can demonstrate strong overall academic performance, while also focusing on developing a solid foundation in the sciences. Ideally, a major should be based on student interests and should support an alternate career. Optometry programs look for students who demonstrate the academic ability to handle rigorous course loads.

Grades play a crucial role in optometry program admissions, reflecting a student's ability to handle challenges. Maintaining grades above a "B" is important, especially in the two years prior to applying. Grades below a "B" or having more than two withdrawals (W) may raise concerns about academic readiness or judgment.

GPA's calculated on optometry school applications include coursework completed at all colleges attended and all attempts at a course.

Aim for GPAs of **3.3 or above**.

Pre-Optometry Fact Sheet

Creighton
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Student Success
Advising Resources and Support

COURSE SCHEDULING CONSIDERATIONS

First- and second-year students usually take two natural science or math subjects each semester.

Chemistry:

General Chemistry I (CHM 203/204) and General Chemistry II (CHM 205/206) are typical choices for freshman fall and spring. To be eligible to take General Chemistry in the freshman year, students must achieve a sufficient score on the Quantitative Assessment for New Students (QANS). Students who do not achieve a sufficient QANS score will need to complete Introductory General Chemistry 1 (CHM 102) with a grade of "B-" or better to progress to CHM 202/204.

Biology:

General Biology I (BIO 201/205) and General Biology II (202/206) are typical choices for freshman fall and spring. Completion of either General Chemistry I (CHM 203) with a grade of "C" or better or Introductory General Chemistry 1 (CHM 102) with a grade of "B-" or better is required in order to take General Biology II.

Math:

Pre-optometry students may be required to complete a calculus course. This requirement can be fulfilled by either MTH 231 or MTH 245. Math, physics, and chemistry majors will need more than one semester of calculus and should take MTH 245.

Physics:

Students who have sufficient math and physics (a year of high school physics or a semester of college introductory physics, math through pre-calculus) are eligible to take General Physics I (PHY 201/205) and General Physics II (PHY 202/206). Prospective math, physics, and chemistry majors may take alternate sections of General Physics and additional math.

Summer Classes:

Science courses may be taken in the summer, but only when there are good reasons for doing so (not just a vague desire to "catch up") and not at community colleges. Speak with a pre-health advisor about timelines.

Sample First Semester Schedule

Course sequencing may vary depending on a student's readiness

- General Biology I w/ Lab (4 hours)
- General Chemistry I w/ Lab (4 hours)
- Magis Core Class (3 or 4 hours) - ENG or Critical Issues & COM 101
- Magis Core Class (3 hours) - PHL or THL
- Maybe another Magis Core Class (3 hours) - PSY, SOC, or Foreign Language
- RSP Class (.5 hours)

CO-CURRICULAR EXPECTATIONS

Volunteer & Service

It is important to demonstrate sustained commitment over time. Students should have service experiences in healthcare and non-healthcare settings. Check out the Schlegel Center for Service and Justice for opportunities:
<https://www.creighton.edu/scsj>.

Shadowing

Students must gain knowledge of the profession by shadowing professionals in their field. Students should shadow practicing optometrists to gain an understanding of the profession and its day-to-day responsibilities. Some optometry schools require a minimum of 10 to 40 hours of shadowing; others require shadowing in at least 2 settings.

Research

Research experience is not a requirement for admission to optometry programs, but may add an extra layer to the application if the student is particularly interested in research. See the Center for Undergraduate Research and Scholarship for opportunities:
www.creighton.edu/curas.

Leadership and Teamwork

Students must demonstrate leadership and interpersonal skills. Consider initiating group projects, serving as an officer in a student organization, or working as a teaching assistant. Students must also demonstrate the ability to work collaboratively.

Healthcare Experience

Students can seek opportunities for hands-on, direct patient care experience. This can be gained through volunteer positions in healthcare settings or through employment, including as an optometric assistant, CNA, EMT, phlebotomist, and home health aide.

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Center for Advising Resources and Support
Hixson-Lied Science Building G06
CARS@creighton.edu

Pre-Pharmacy Fact Sheet

Creighton
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Student Success

Advising Resources and Support

Prerequisite and Recommended Courses

Pre-pharmacy students should research schools carefully to be aware of all prerequisite courses and other admissions policies, as prerequisites vary among pharmacy programs. Students should meet with a Pre-Health Advisor in their freshman year to develop their timeline for application to pharmacy school.

PREREQUISITES OFTEN REQUIRED FOR PHARMACY SCHOOL

The following courses are commonly required by pharmacy schools:

- General Biology I & II w/ Labs - 8 hours - BIO 201/205 & BIO 202/206
- General Chemistry I & II w/ Labs - 8 hours - CHM 203/204 & CHM 205/206 or CHM 102, 202/204
- Organic Chemistry I & II w/ Labs - 8 hours - CHM 321/322 & CHM 323/324
- General Physics I & II w/ Labs - 8 hours - PHY 201/205 & PHY 202/206
- Anatomy - 3 hours - EXS 331 or PHA 310
- Calculus - 3-4 hours - MTH 231 or MTH 245
- Statistics - 3 hours - Many options for courses
- Psychology - 3 hours - PSY 201
- Economics - 3 hours - ECO 203 or ECO 205
- English - 6 hours - ENG 150 and ENG 22X
- Speech - 4 hours - COM 101 and Magis Critical Issues in Human Inquiry

ADDITIONAL NOTES

- Creighton's pharmacy program requires students to have 6 hours of Theology (often completed via the Magis Core Christian and Biblical Tradition).
- Although not required by Creighton School of Pharmacy, a number of schools *do* require courses in Biochemistry, Physics, Statistics, and/or Physiology.
- Some schools may not regard credit earned through examinations (AP/CLEP/IB) as being equivalent to completing required courses, but they may accept higher-level college courses as substitutes. Research individual schools for their policies regarding AP/CLEP/IB credits for prerequisite courses.

PRE-PHARMACY GROUPS AND RESOURCES

Pre-Pharmacy Club: All pre-pharmacy students should participate in the Pre-Pharmacy Club. This student organization provides leadership opportunities to further explore and gain experience in the pharmaceutical profession. Learn more on CU Involved: <https://cuinvolved.creighton.edu/organization/prepharmacyclub>

Creighton University School of Pharmacy and Health Professions (SPAHP): Make an appointment with SPAHP admissions office personnel in the spring of the year applying to personalize the application process.

Creighton Preference: The Creighton Doctor of Pharmacy Program gives preferential admission consideration to Creighton undergraduate students who complete all prerequisite coursework at Creighton. Students who fully participate in the pre-professional communities and have a cumulative GPA of 3.0 are guaranteed an interview.

BECOMING A COMPETITIVE APPLICANT

Applicants to pharmacy programs must complete a minimum of 63 credits (two years) of college coursework which includes the pre-pharmacy prerequisites. Some students complete a bachelor's degree prior to entering a pharmacy program. Competitive applicants for admission have solid academic records, well-rounded co-curricular experiences, supportive letters of recommendation, and can clearly articulate their reasons for pursuing the pharmacy profession.

Selecting a Major, Grades, and GPA

Although a bachelor's degree is not required for admission to pharmacy school students should always be on track towards a degree. Ideally, a major should be based on student interests and support an alternate career. Pharmacy schools look for students who demonstrate the academic ability to handle rigorous course loads.

Grades play a crucial role in pharmacy school admissions, reflecting a student's ability to handle challenges. Maintaining grades above a "B" is important, especially in the two years prior to applying. Grades below a "B" or having more than two withdrawals (W) may raise concerns about academic readiness or judgment.

GPAAs calculated on pharmacy school applications include coursework done at all colleges attended and all attempts at a course.

Aim for GPAs of **3.0 or above**.

Pre-Pharmacy Fact Sheet

Creighton
UNIVERSITY

Student Success

Advising Resources and Support

COURSE SCHEDULING CONSIDERATIONS

Freshmen and sophomores usually take only two natural science or math subjects each semester.

Biology:

General Biology I (BIO 201/205) and General Biology II (BIO 202/206) are typical choices for freshman fall and spring. Completion of either General Chemistry I (CHM 203) with a grade of "C" or better or Introductory General Chemistry 1 (CHM 102) with a grade of "B-" or better is required to take BIO 202.

Chemistry:

General Chemistry I (CHM 203/204) and General Chemistry II (CHM 205/206) are typical choices for freshman fall and spring. To be eligible to take General Chemistry in the freshman year, students must achieve a sufficient score on the Quantitative Assessment for New Students (QANS). Students who do not achieve a sufficient QANS score will need to complete CHM 102 with a grade of "B-" or better to progress to CHM 202.

Math:

Pre-pharmacy students are required to complete a calculus course. MTH 231 or MTH 245 will fulfill this requirement. Additionally, MTH 141 is acceptable for pre-pharmacy students pursuing business degrees. Math, physics, and chemistry majors will need more than one semester of calculus and should take MTH 245.

Sample First Semester Schedule

Course sequencing may vary depending on a student's readiness

- General Biology w/ Lab (4 hours)
- General Chemistry I w/ Lab (4 hours)
- Magis Core Class (3 or 4 hours) - ENG or Critical Issues & COM 101
- Magis Core Class (3 hours) - PHL or THL
- Maybe another Magis Core Class (3 hours)
- RSP Class (.5 hours)
- Pre-Professional Community (0 hours)

CO-CURRICULAR EXPECTATIONS

Volunteer & Service

It is important to demonstrate sustained commitment over time. Students should have service experiences in healthcare and non-healthcare settings. Check out the Schlegel Center for Service and Justice for opportunities:
<https://www.creighton.edu/scsj>.

Shadowing

Students must gain knowledge of the profession by shadowing current professionals in their field. Students should shadow pharmacists in a variety of settings, if possible.

Research

Research experience is not a requirement for admission to pharmacy programs, but may add an extra layer to an application if the student is particularly interested in research. See the Center for Undergraduate Research and Scholarship for opportunities:
www.creighton.edu/curas.

Leadership and Teamwork

Students must demonstrate leadership and interpersonal skills. Consider initiating group projects, serving as an officer in a student organization, or working as a teaching assistant. Students must also demonstrate the ability to work collaboratively.

Healthcare Experience

Students should pursue hands-on patient experience through volunteering or employment, such as working as a Pharm Tech, CNA, EMT, or rehabilitation aide.

Building Relationships

Pharmacists must connect with diverse individuals and make patients feel at ease. Pursue experiences that develop interpersonal skills and expose you to people from various backgrounds.

Creighton
UNIVERSITY

Center for Advising Resources and Support
Hixson-Lied Science Building G06
CARS@creighton.edu

Pre-Pharmacy Prerequisites

Pre-Pharmacy:

- Pre-pharmacy students are strongly encouraged to take the correct Pre-Health Seminar their freshman and sophomore year. Pre-Professional Seminars are required for students in pursuing pharmacy school through the Creighton Pre-Professional Scholars Program or Early Assurance.
- PHA 310 – Anatomy for Pre-Professionals is only offered in the Spring term.
- Calculus (MTH 231, or MTH 245) is required. MTH 141 will be accepted for business majors.
- Students can also apply to Pharmacy school in their junior year to begin their doctoral program in their fourth year (if accepted) or complete a 4-year degree before starting Pharmacy school.

Note: For pharmacy programs outside of Creighton, students may need Physics, Microbiology or Physiology. Students considering programs at other schools should always research prerequisites and consult an advisor.

Creighton School of Pharmacy and Health Professions *Doctor of Pharmacy Prerequisites*

A minimum of 63 semester hours or 95 quarter hours are required before entering the program. Prerequisite courses must be completed with a grade of C or better. The Admission Committee will not review applications until a grade of C or better is earned in Organic Chemistry I. Personal interviews and two letters of recommendation are required in the admission process.

Prerequisite Courses	Semester Hours
General Biology I & II with labs (BIO 201/205, and BIO 202/206)	8
Human Anatomy (PHA 310 or EXS 331)	3
General Chemistry I & II with labs (CHM 203/204, OR CHM 102, 202 &204, and CHM 205/206)	8
Organic Chemistry I & II with labs (CHM 321/322, and CHM 323/324)	8
Calculus (MTH 231 or MTH 245 preferred; MTH 141 also accepted for business majors)	3 or 4
English (Any Magis: Contemporary Composition (ENG 15X), and Any Magis: Literature (ENG XXX)) <i>*A Critical Issues in Human Inquiry course for the Speech requirement, even if an ENG course, does not count towards this English requirement.</i>	6
Speech (COM 101 PLUS One course in the Critical Issues in Human Inquiry category) <i>A THL/Theology course that is taken to fulfill the "Critical Issues in Human Inquiry" requirement cannot apply towards the six hours of THL/Theology needed for Pre-Pharmacy electives.</i>	4
Psychology (PSY 201)	3
Economics (Macroeconomics, Microeconomics, or Introductory Economics) (Example: Microeconomics (ECO 203))	3
Minimum Electives (Including at least nine semester hours from humanities or behavioral or social sciences. Creighton undergraduates must complete 6 hours of Theology among the elective hours.)	18
Minimum Total Semester Hours (Note: if Creighton students complete the Speech requirement and/or the Calculus requirement each with four rather than three semesters' hours of credit, de facto the minimum total may be more than 63 semester hours.)	63

Pre-Pharmacy students are always advised to consider taking courses that meet Magis Core requirements within their elective pre-requisite choices in case they decide to pursue an undergraduate degree before going to professional school. Be sure to access the “Magis Core Checklist” provided that shows students the intersection of Pre-Pharmacy classes and Magis Core classes.

For example, students in Arts & Sciences could take two theology classes for pre-requisite requirements at Creighton that also meet Magis Core requirements – One in “The Christian Tradition” (multiple choices), and one in the Ethics requirement in “Explorations.” There are Ethics classes offered through both Theology and Philosophy departments.

Students in Arts & Sciences also have a Magis Core Requirement for a course in “The Biblical Tradition” and could choose one of those courses to meet the pre-requisite requirement of 6 hours in Theology.

Students Early Assurance Program and Creighton Pre-Professional Scholars Program should note the following:

- Any withdrawal from a prerequisite course may impact a candidate’s ability to remain in the Early Assurance Program. Students are strongly encouraged to consult the School of Pharmacy and Health Professions Office of Admission prior to withdrawing from prerequisite coursework. After the withdrawal has occurred, Early Assurance students will be required to submit a written appeal to the admission committee to remain in the Early Assurance Program. Course withdrawals will be considered by the admission committee on a case-by-case basis. Review progression criteria here: <https://www.creighton.edu/pharmacy-ot-pt/pharmacy/creightonundergraduate-admissions-pathways/early-assurance-program>.
- Any withdrawal or receiving a C- or below from a prerequisite course may impact a candidate’s ability to remain a pre-professional scholar. Consult the [School of Pharmacy and Health Professions](#) prior to withdrawing and/or receiving a C- or below from prerequisite coursework. Review progression criteria here: <https://www.creighton.edu/academics/preprofessional-scholars-program/pre-professional-pharmacy-scholars>.

Pre-Pharmacy and the



Students who plan early entry into Creighton's School of Pharmacy and Health Professions (SPAHP) should use this checklist to prepare for the Bachelor of Science in Interdisciplinary Health Studies. *Credit hour listings are minimum number of hours required to satisfy the component. This list of classes does NOT represent all Magis Core requirements: Some are satisfied in professional school. Major changes need additional coursework. This major is only available to students accepted to Creighton SPAHP.*

I. Foundations Level (6 components, 16+ hours for Pre-Pharmacy students)



- 1CCC Contemporary Composition** (3 hrs) _____
- 1CHI Critical Issues in Human Inquiry** (3 hrs) _____
- 1COC Oral Communication** (1 hrs) _____
- 1CMR Mathematical Reasoning:** Math 231 or 245
- 1CPI Philosophical Ideas** (3 hrs) _____
- 1CCT The Christian Tradition** (3 hrs) _____

II. Explorations Level (6 components, 19 hours for Pre-Pharmacy students)



- 2CET Ethics*** (3 hrs, PreReq: 1CPI) _____
- 2CGH Global Perspectives in History** (3 hrs, PreReq: 1CHI) _____
- 2CLT Literature** (3 hrs, PreReq: 1CHI) _____
- 2CBT The Biblical Tradition** (3 hrs, PreReq: 1CCT) _____
- 2CUN Understanding Natural Science: BIO 201 and 205**
- 2CUS Understanding Social Science: PSY 201**

III. Other Creighton Pre-Pharmacy requirements (Students applying to other schools: See CARS advisor)

- General Biology 2** (PreReq: BIO 201/205): BIO 202 and 206
- General Chemistry 1 with lab:** (PreReq: CHM Placement): CHM 203/204 or CHM 102, 202 and 204
- General Chemistry 2 with lab** (PreReq: CHM 203/204 or 202/204): CHM 205 and 207
- Organic Chemistry 1 with lab** (PreReq: CHM 205/207): CHM 321 and 322
- Organic Chemistry 2 with lab** (PreReq: CHM 321/322): CHM 323 and 324
- Economics:** ECO 203
- Anatomy** (PreReq BIO 201, BIO 202 preferred): PHA 310 or EXS 331 (additional PreReqs)

IV. Minimum credit hours (can be a combination of Creighton hours and pre-college transfer credit)

- 63 Credit hours. Suggested electives include Fine Arts, Foreign Language, additional Magis Core classes

Electives: _____

* Creighton Pharmacy applicants need at least 6 hours of Theology

Pre-Physical Therapy Fact Sheet

Creighton
UNIVERSITY

Student Success
Advising Resources and Support

Prerequisite and Recommended Courses

Pre-PT students should research schools carefully to be aware of all prerequisite courses and other admissions policies, as prerequisites vary among PT programs. Students should meet with a Pre-Health Advisor in their freshman year to develop their timeline for application to PT school.

PREREQUISITES OFTEN REQUIRED FOR PT SCHOOL

The following courses are commonly required by PT schools:

- General Biology I & II w/ Labs - 8 hours - BIO 201/205 & BIO 202/206
- General Chemistry I & II w/ Labs - 8 hours - CHM 203/204 & CHM 205/206
- General Physics I & II w/ Labs - 8 hours - PHY 201/205 & PHY 202/206
- Human Anatomy w/ Lab - 3-4 hours - EXS 331 or PHA 310/311
- Physiology w/ Lab - 3-4 hours - BIO 449/450 or EXS 320
- Statistics - 3 hours - Many options for courses
- Psychology - 3-6 hours - Often General Psychology and Abnormal or Lifespan/Developmental
- English - 3-6 hours - Including composition

ADDITIONAL NOTES

- For Creighton's PT program, students do not need to complete labs with their Anatomy or Physiology courses, but a number of schools *do* require labs.
- Creighton's PT program also requires students to have 6 hours of Theology (often completed via the Magis Core Christian and Biblical Tradition).
- Some schools may not regard credit earned through examinations (AP/CLEP/IB) as being equivalent to completing required courses, but they may accept higher-level college courses as substitutes. Research individual schools for their policies regarding AP/CLEP/IB credits for prerequisite courses.

PRE-PHYSICAL THERAPY GROUPS AND RESOURCES

Pre-Physical Therapy Club: All pre-PT students should participate in the Pre-Physical Therapy Club. This student organization provides leadership opportunities to further explore and gain experience in the PT profession. Learn more on CU Involved:
<https://cuinvolved.creighton.edu/organization/prept>

CU School of Pharmacy and Health Professions (SPAHP): Make an appointment with SPAHP admissions office personnel in the spring of the year applying to personalize the application process.

Creighton Preference: The Creighton Doctor of Physical Therapy Program gives preferential admission consideration to Creighton undergraduate students who complete all prerequisite coursework at Creighton. Students who fully participate in the pre-professional communities and have a cumulative GPA of 3.25 are guaranteed an interview.

BECOMING A COMPETITIVE APPLICANT

Applicants to physical therapy (PT) programs must complete a minimum of 90 credits (three years) of college coursework which includes the pre-PT prerequisites. Most pre-PT students complete a bachelor's degree prior to entering a PT program. Competitive applicants for admission have solid academic records, well-rounded co-curricular experiences, supportive letters of recommendation, and can clearly articulate their reasons for choosing the PT profession.

Selecting a Major, Grades, and GPA

Students are encouraged to choose a major where they can demonstrate strong overall academic performance, while also focusing on developing a solid foundation in the sciences. Ideally, a major should be based on student interests and should support an alternate career. PT programs look for students who demonstrate the academic ability to handle rigorous course loads.

Grades play a crucial role in PT school admissions, reflecting a student's ability to handle challenges. Maintaining grades above a "B" is important, especially in the two years prior to applying. Grades below a "B" or having more than two withdrawals (W) may raise concerns about academic readiness or judgment.

GPAAs calculated on PT school applications include coursework done at all colleges attended and all attempts at a course.

Aim for GPAs of **3.3 or above**.

Pre-Physical Therapy Fact Sheet

Creighton
UNIVERSITY

Student Success
Advising Resources and Support

COURSE SCHEDULING CONSIDERATIONS

Freshmen and sophomores usually take only two natural science or math subjects each semester.

Biology:

General Biology I (BIO 201/205) and General Biology II (BIO 202/206) are typical choices for freshman fall and spring. Completion of either General Chemistry I (CHM 203) with a grade of "C" or better or Introductory General Chemistry 1 (CHM 102) with a grade of "B-" or better is required to take General Biology II.

Chemistry:

General Chemistry I (CHM 203/204) and General Chemistry II (CHM 205/206) are typical choices for freshman fall and spring. To be eligible to take General Chemistry in the freshman year, students must achieve a sufficient score on the Quantitative Assessment for New Students (QANS). Students who do not achieve a sufficient QANS score will need to complete CHM 102 with a grade of "B-" or better to progress to CHM 202.

Physics:

Students who have sufficient math and physics (a year of high school physics or a semester of college introductory physics, math through pre-calculus) are eligible to take General Physics I (PHY 201/205) and General Physics II (PHY 202/206). Prospective math, physics, and chemistry majors may take alternate sections of General Physics and additional math.

Math:

Pre-PT students will take a Mathematical Reasoning course for the Magis Core. The math course they choose will depend on their preparation and major of choice.

Sample First Semester Schedule

Course sequencing may vary depending on a student's readiness

- General Biology w/ Lab (4 hours)
- General Chemistry I w/ Lab (4 hours)
- Magis Core Class (3 or 4 hours) - ENG or Critical Issues & COM 101
- Magis Core Class (3 hours) - PHL or THL
- Maybe another Magis Core Class (3 hours) - PSY or Foreign Language
- RSP Class (.5 hours)
- Pre-Professional Community (0 hours)

CO-CURRICULAR EXPECTATIONS

Volunteer & Service

It is important to demonstrate sustained commitment over time. Students should have service experiences in healthcare and non-healthcare settings. Check out the Schlegel Center for Service and Justice for opportunities:

<https://www.creighton.edu/scsj>.

Shadowing

Shadowing physical therapists is essential for gaining professional insight and meeting PT program requirements. Schools often require documented shadowing hours, with some, like Creighton's PT program, mandating at least 60 hours. Shadowing in diverse settings and sustained experience with one PT can strengthen applications, especially when a recommendation letter from a PT is needed. Research individual program requirements for specifics.

Research

Research can help students demonstrate intellectual curiosity, communication skills, and collaboration. See the Center for Undergraduate Research and Scholarship for opportunities: www.creighton.edu/curas.

Leadership and Teamwork

Students must demonstrate leadership and interpersonal skills. Consider initiating group projects, serving as an officer in a student organization, or working as a teaching assistant. Students must also demonstrate the ability to work collaboratively.

Healthcare Experience

Students should pursue hands-on patient experience through volunteering or employment, such as working as a PT/OT Tech, CNA, EMT, or rehabilitation aide.

Creighton
UNIVERSITY

Center for Advising Resources and Support
Hixson-Lied Science Building G06
CARS@creighton.edu

Pre-Physical Therapy Prerequisites

Pre-Physical Therapy:

- Students interested in matriculating to PT school after 3 years of undergraduate should enroll the correct Pre-Professional Health Seminars led by CARS.
- Pre-Physical Therapy students do not take Organic Chemistry.
- MTH 205 is an acceptable Magis Core math course for those whose major or other health professions interests do not require calculus. However, given that many will have had high school pre-calculus, such students are probably better served by taking MTH 231 or MTH 245. In addition, Pre-PT students need precalculus algebra and trigonometry (from high school, or our MTH 139, or an equivalent course) to be prepared for Physics.
- Students need a statistics (not research methods) course.
- Even if not completing a bachelor's degree before matriculating in PT school, they will need to complete at least 18 credits that would count towards a major. Students intending to matriculate to PT school after 3 years of undergraduate study without a bachelor's degree should plan their courses (major and Magis core) in a way that will allow them to finish a degree in their 4th year of undergraduate study if it becomes necessary or desired.

Creighton School of Pharmacy and Health Professions

Doctor of Physical Therapy Prerequisites

A minimum of 90 semester hours or 136 quarter hours are required before entering the program. Applicants who do not hold a bachelor's degree must identify their major emphasis of study and satisfactorily complete 18 semester hours toward that major prior to matriculation. Prerequisite courses must be completed with a grade of C or better (a C- is not acceptable). All prerequisite coursework must be completed by August 1 of the desired year of entry. Proof of a minimum of 60 hours of observation of a licensed physical therapist is required. It is highly recommended these hours are completed prior to applying. GRE scores are also required. Personal interviews and three letters of recommendation (one recommendation must be from a physical therapist) are required in the admission process.

Prerequisite Courses	Semester Hours
General Biology I & II with labs (BIO 201/205, and BIO 202/206)	8
General Chemistry I & II with labs (CHM 203/204, OR CHM 102, 202/204, and CHM 205/206)	8
General Physics I & II with labs (PHY 201/205 and PHY 202/206 or PHY 213/205 and PHY 214/206)	8
Human or Mammalian Physiology (BIO 449 or EXS 320)	3 or 4
Human Anatomy (EXS 331 or PHA 310)	3 or 4
English (Any Magis: Contemporary Composition (ENG 15X), and Any Magis: Literature (ENG XXX))	6
Statistics (MTH 360, MTH 361, EXS 407, ANT/SOC/HAP 314, PSY 315/316, BIO 310, BIO 311, MTH 161)	3
Electives (including 18 semester hours toward a major; Creighton undergraduate students must complete 6 hours of Theology among the elective hours.)	54
Minimum Total Semester Hours	90

The prerequisites listed above are only for Creighton's PT program. Pre-PT students must carefully research the prerequisites for any programs they are considering. For example, some PT programs may require physiology and anatomy classes with a lab component. Some classes that may be required by other PT programs include:

Human Physiology	
BIO 449 & 450	Animal Physiology and Lab (the lab is optional and available in the fall semester) <i>Prerequisites: BIO 201/205, BIO 202/206, Junior Standing, or Instructor Consent. Prior completion of BIO 362 recommended for all students and likely required of sophomores seeking Instructor Consent.</i>
EXS 320	Human Physiology (with lab) <i>Prerequisites: BIO 201/205 or BIO 202/206; CHM 203/204 or CHM 205/206.</i>

Human Anatomy	
EXS 331	Human Anatomy (with lab) <i>Prerequisites: BIO 201/205 or BIO 202/206; CHM 203/204 or CHM 205/206</i>
PHA 310/311	Human Anatomy (lab is optional) <i>Prerequisite: BIO 201 or BIO 202 (both are preferred)</i>

Students in the Early Assurance Program and Creighton Pre-Professional Scholars Program should note the following:

- Any withdrawal from a prerequisite course may impact a candidate's ability to remain in the Early Assurance Program. Students must consult the School of Pharmacy and Health Professions Office of Admission prior to withdrawing from prerequisite coursework. Review progression criteria here:
<https://www.creighton.edu/pharmacy-ot-pt/physical-therapy/creighton-undergraduate-admissionspathways/early-assurance>.
- Any withdrawal or receiving a C- from a prerequisite course may impact a candidate's ability to remain a Pre-Professional Therapy Scholar. Consult the School of Pharmacy and Health Professions Admissions Office prior to withdrawing and/or receiving a C- or below from prerequisite coursework. Review progression criteria here:
<https://www.creighton.edu/academics/preprofessional-scholars-program/pre-professional-physical-therapy-scholars>.

Pre-Physical Therapy and the

Magis

Core Curriculum

Students who plan early entry into Creighton's School of Pharmacy and Health Professions (SPAHP) should use this checklist to prepare for the Bachelor of Science in Interdisciplinary Health Studies.

Credit hour listings are minimum hours required to satisfy the component. This list of classes does NOT represent all Magis Core requirements: Some are satisfied in professional school. Major changes need additional coursework. This major is only available to students accepted to Creighton SPAHP.

I. Foundations Level (6 components)



- 1CCC Contemporary Composition** (3 hrs) _____
- 1CHI Critical Issues in Human Inquiry** (3 hrs) _____
- 1COC Oral Communication** (1 hrs) _____
- 1CMR Mathematical Reasoning:** Recommend Math 231
- 1CPI Philosophical Ideas** (3 hrs) _____
- 1CCT The Christian Tradition** (3 hrs) _____

II. Explorations Level (6 components)



- 2CET Ethics** (3 hrs, PreReq: 1CPI) _____
- 2CGH Global Perspectives in History** (3 hrs, PreReq: 1CHI) _____
- 2CLT Literature** (3 hrs, PreReq: 1CHI) _____
- 2CBT The Biblical Tradition** (3 hrs, PreReq: 1CCT) _____
- 2CUN Understanding Natural Science: BIO 201 and 205**
- 2CUS Understanding Social Science: Suggest Psychology 201**

III. Other Creighton Pre-PT requirements (Students applying to other schools: See CARS advisor)

- General Biology 2 with lab** (PreReq: BIO 201/205): BIO 202 and 206
- General Chemistry 1 with lab** (PreReq: CHM Placement): CHM 203 and 204 OR CHM 102, 202 and 204
- General Chemistry 2 with lab** (PreReq: CHM 203/204 or 202/204): CHM 205 and 206
- Physics 1 with lab:** Physics 201 and 205
- Physics 2 with lab** (PreReq: PHY 201/205): Physics 202 and 206
- Anatomy** (PreReq BIO 201, BIO 202 preferred): Pharmacy 310 or EXS 331 (additional PreReqs)
- Physiology** (PreReq BIO 202/206; CHM 205/206): EXS 320 or BIO 449 (additional PreReqs)
- Statistics:** Many options, including Math 361, BIO 311, EXS 407

IV. Minimum credit hours (can be a combination of Creighton hours and pre-college transfer credit)

- 90 Credit hours. Suggested electives include Fine Arts, Foreign Language, courses from areas of interest and additional Magis Core classes

Electives: _____

* Creighton Physical Therapy applicants need at least 6 hours of Theology

Pre-Physician Assistant Fact Sheet

Creighton
UNIVERSITY

Student Success
Advising Resources and Support

Prerequisite and Recommended Courses

There is some variability among prerequisite courses required by PA schools. Students should research potential schools carefully to be aware of all prerequisite courses and admissions policies. Pre-PA students who complete the following courses should be well-prepared to apply to many PA programs. Some Pre-PA students will plan to complete academic prerequisites and additional patient care experience during the senior year and apply after graduation.

PREREQUISITES OFTEN REQUIRED BY PA PROGRAMS

- General Biology I & II w/ Labs - 8 hours - BIO 201/205 & BIO 202/206
- General Chemistry I & II w/ Labs - 8 hours - CHM 203/204 & CHM 205/206
- Organic Chemistry I & II w/ Labs - 8 hours - CHM 321/322 & CHM 323/324
- Biochemistry - 3 or 6 hours - CHM 371 or CHM 383 & CHM 384 (Biochemistry majors)
- Microbiology w/ Lab - 4 hours - BIO 350 (non-BIO majors) or BIO 452/453 (BIO majors)
- Human Anatomy w/ Lab - 4 hours - EXS 331 or PHA 310/311
- Physiology w/ Lab - 3-4 hours - BIO 449/450 or EXS 320
- Statistics - 3 hours- Many options for courses
- Psychology - 6 hours- required courses vary; typically General, Abnormal and/or Lifespan/Developmental
- English - 6 hours - must include one composition course
- Medical Terminology - 1 hour - OTD 215

ADDITIONAL NOTES

- Some PA programs recommend (or may require) the following courses: College Math, Genetics, Immunology, Social Sciences, Languages, and/or Public Speaking.
- Applicants should research individual schools to be certain of their admissions policies regarding accepting AP/CLEP/IB, dual-enrollment, and community college courses to satisfy prerequisites.

PRE-PA GROUPS AND RESOURCES

Pre-Physician Assistant Club: All pre-PA students should participate in the Pre-PA Club. This student organization provides leadership opportunities to further explore and gain experience in the PA profession. Learn more on CU Involved: <https://cuinvolved.creighton.edu/organization/pre-pa>

Creighton University Master's of Physician Assistant Studies (MPAS): Make an appointment with the admissions office personnel in the spring of the year applying to personalize the application process.

BECOMING A COMPETITIVE APPLICANT

Competitive applicants to PA programs must complete a bachelor's degree along with the pre-PA course prerequisites. Competitive applicants have solid academic records, well-rounded co-curricular experiences, robust experience working directly with patients, supportive letters of recommendation, and can clearly articulate their reasons for choosing the PA profession.

Selecting a Major, Grades, and GPA

Students are encouraged to choose a major in which they can demonstrate strong overall academic performance, while also focusing on developing a solid foundation in the sciences. Ideally, a major should be based on student interests and should support an alternate career. PA programs look for students who demonstrate the academic ability to handle rigorous course loads.

Grades play a crucial role in physician assistant school admissions, reflecting a student's ability to handle challenges. Maintaining grades above a "B" is important, especially in the two years prior to applying. Grades below a "B" or having more than two withdrawals (W) may raise concerns about academic readiness or judgment.

GPA's calculated on PA school applications include coursework done at all colleges attended and all attempts at a course.

Aim for GPAs of **3.5 or above**.

Pre-Physician Assistant Fact Sheet

Creighton
UNIVERSITY

Student Success
Advising Resources and Support

COURSE SCHEDULING CONSIDERATIONS

Freshmen and sophomores usually take only two natural science or math subjects each semester.

Chemistry:

General Chemistry I (CHM 203/204) and General Chemistry II (CHM 205/206) are typical choices for freshman fall and spring. To be eligible to take General Chemistry in the freshman year, students must achieve a sufficient score on the Quantitative Assessment for New Students (QANS). Students who do not achieve a sufficient QANS score will need to complete Introductory General Chemistry 1 (CHM 102) with a grade of "B-" or better to progress to CHM 202/204.

Biology:

General Biology I (BIO 201/205) AND General Biology II (BIO 202/206) are typical choices for freshman fall and spring. Completion of either General Chemistry I (CHM 203) with a grade of "C" or better or CHM 102 with a grade of "B-" or better is required to take BIO 202.

Math:

Pre-PA students will take a Mathematical Reasoning course for the Magis Core. The math course they choose will depend on their preparation and major of choice.

Summer Classes:

Science courses may be taken in the summer, but only when there are good reasons for doing so (not just a vague desire to "catch up") and not at community colleges. Speak with a Pre-PA Advisor about timelines.

Sample First Semester Schedule

Course sequencing may vary depending on a student's readiness

- General Biology I w/ Lab (4 hours)
- General Chemistry I w/ Lab (4 hours)
- Magis Core Class (3 or 4 hours) - ENG or Critical Issues & COM 101
- Magis Core Class (3 hours) - PHL or THL
- Maybe another Magis Core Class (3 hours) - PSY, SOC, or Foreign Language
- RSP Class (.5 hours)

CO-CURRICULAR EXPECTATIONS

Volunteer & Service

It is important to demonstrate sustained commitment over time. Students should have service experiences in healthcare and non-healthcare settings. Check out the Schlegel Center for Service and Justice for opportunities:
<https://www.creighton.edu/scsj>.

Shadowing

Students must gain knowledge of the profession by shadowing professionals in their field. It is recommended that students shadow both primary care PAs and PAs in specialty areas in order to gain a better understanding of the different settings in which PAs practice.

Research

Research experience is not a requirement for admission to PA programs, but may add an extra layer to an application if the student is particularly interested in research. See the Center for Undergraduate Research and Scholarship for opportunities:
www.creighton.edu/curas.

Leadership and Teamwork

Students must demonstrate leadership and interpersonal skills. Consider initiating group projects, serving as an officer in a student organization, or working as a teaching assistant. Students must also demonstrate the ability to work collaboratively.

Patient Care Experience

Most PA programs have requirements for direct patient care experience that range from 100-4000 hours. Even programs without a stated number of required hours expect competitive applicants to have significant, hands-on patient care experience. Students can gain some of this experience through volunteering in healthcare settings, however, it is typically best gained through employment. Students can seek jobs as CNAs, EMTs, phlebotomists, PT/OT aides and similar positions.

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Center for Advising Resources and Support
Hixson-Lied Science Building G06
CARS@creighton.edu

Pre-Physician Assistant Prerequisites

Pre-Physician Assistant

- Pre-Physician Assistant (PA) students must start researching PA programs early due to the variability in prerequisite courses and other admission requirements.
- Students interested in Pre-PA should begin freshman year with General Biology and General Chemistry (if eligible).
- Most Pre-PA students usually take MTH 231 or MTH 245 to meet the Magis: Math Reasoning requirement. Some students, depending on major, might opt to take MTH 205 for the Magis Core.
- Healthcare experience is critical for Pre-PA students; even schools with no minimum hour's requirement state that healthcare experience makes an applicant more competitive. Freshmen are encouraged to begin volunteer work in clinical settings and should consider healthcare employment at soon as feasible.

Creighton School of Medicine MPAS

Master of Physician Assistant Studies Prerequisites

- The program will not accept coursework graded as Pass/Fail, obtained by CLEP Examination or Advanced Placement (AP) coursework.
- No more than 12 semester hours of prerequisite coursework may be outstanding (planned or in progress) at the time of application.

Prerequisite Courses	Semester Hours
Human Anatomy with Lab (EXS 331, PHA 310/311)	4
Human Physiology with Lab (EXS 320, BIO 449/450)	4
Microbiology with Lab (BIO 350, BIO 452/453)	4
Organic Chemistry (CHM 321/322 and CHM 323/324)	3
Biochemistry (CHM 371)	3
Abnormal Psychology/Pathopsychology (PSY 351)	3
Statistics (BIO 311, PSY 313/314/315/316, ANT/HAP/SOC 314, MTH 360, MTH 361, EXS 407, other options may be accepted at the discretion of admissions)	3
Medical Terminology (OTD 215)	1

Although not required, Immunology (BIO 432) and/or Genetics (BIO 317) are recommended by the program.

Special Notes:

- Although neither General Biology nor General Chemistry, are listed as prerequisites, Pre-PA students must take these courses to be eligible to take upper-level chemistry and biology courses at Creighton. These courses are also prerequisites for many of the anatomy and physiology courses.
- Although only 3 semester hours of Organic Chemistry are required, students must take CHM 321/322 and CHM 323/324 to be eligible to take Biochemistry (CHM 371).
- PSY 201 is the prerequisite for Pathopsychology (PSY 351). Many PA programs will require General Psychology, as well as Pathopsychology and/or Developmental (Lifespan) Psychology (PSY 341 & PSY 342 OR PSY 510). Research individual programs.

Biology for Pre-PA

Although General Biology is not required by Creighton's PA Program, many upper-level Biology courses WILL require both semesters of General Biology be completed first. Other PA programs may also require some General Biology. We recommend Creighton students take both BIO 201/205 and BIO 202/206.

General Biology			
General Biology: Organismal and Population + Lab	BIO 201/205	3 credit hours lecture + 1 credit hour lab	
General Biology Molecular and Cellular + Lab	BIO 202/206	3 credit hours lecture + 1 credit hour lab	

Microbiology (Choose one)			
Microbiology	BIO 350	4 credits, lab included	Intended for non-biology majors; offered in the Fall. P: BIO 201, 202, 205, and 206.
Microbiology	BIO 452/453	3 credit Lecture + 1 credit lab	Intended for biology majors. P: Two of the following: BIO 317, BIO 362, CHM 371, and CHM 381

Chemistry for Pre-PA

Although General Chemistry is not required by Creighton's PA Program, it must be completed before a student can take any Organic Chemistry or Biochemistry

General Chemistry			
General Chemistry I	CHM 203/204	3 credit hours lecture and 1 credit hour lab	
General Chemistry II	CHM 205/206	3 credit hours lecture and 1 credit hour lab	

Organic Chemistry			
Organic Chemistry I	CHM 321/322	3 credit hours lecture and 1 credit hour lab	
Organic Chemistry II	CHM 323/324	3 credit hours lecture and 1 credit hour lab	

Biochemistry			
Biochemistry of Metabolism	CHM 371	3 credits	P: CHM 323
			*Other options are available to CHM majors

Other:

Anatomy for Pre-PA (Choose one)			
Human Anatomy	EXS 331	4 credits, lab included	P: BIO 201/205 or BIO. 202/206; CHM 203/204 or CHM 205/206
Human Anatomy for Pre-Professionals	PHA 310/311	3 credit lecture and 1 credit lab	P: BIO 201 or 202 (both preferred) <i>*Spring only</i>

Physiology for Pre-PA (Choose one)			
Human Physiology	EXS 320	4 credits, lab included	P: BIO 202/BIO 206 or BIO 201/BIO 205; CHM 203/CHM 204 or CHM 205/CHM 206. EXS major or IC.
Physiology + Lab	BIO 449/450	3 credit lecture and 1 credit lab	BIO 449 offered every semester; BIO 450 offered in the Fall; Students can take BIO 450 concurrently with BIO 449 or after completing BIO 449 P: BIO 201, BIO 205, and BIO 362

Pre-Veterinary Fact Sheet

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Student Success
Advising Resources and Support

Prerequisite and Recommended Courses

Pre-veterinary students who complete the following courses should be well-prepared to apply to a large percentage of veterinary programs. Students should research individual schools to ensure they are aware of all prerequisite courses and admission policies.

PREREQUISITES OFTEN REQUIRED BY VETERINARY PROGRAMS

- General Biology I & II w/ Labs - 8 hours - BIO 201/205 & BIO 202/206
- General Chemistry I & II w/ Labs - 8 hours - CHM 203/204 & CHM 205/206
- Organic Chemistry I & II w/ Labs - 8 hours - CHM 321/322 & CHM 323/324
- General Physics I & II w/ Labs - 8 hours - PHY 201/205 & 202/206
- Biochemistry - 3 or 6 hours - CHM 371 or CHM 383 & CHM 384
- Genetics - 3 or 4 hours - BIO 317 (3), BIO 318 (1)
- Microbiology - 3 hours - BIO 350 (non-BIO majors) or BIO 452/453 (BIO majors)
- Calculus - 3 or 4 hours - MTH 231 or MTH 245
- Statistics - 3 hours- Many options for courses
- English - 6 hours - must include one composition course

ADDITIONAL RECOMMENDED COURSES

- Physiology - 3 or 4 hours - BIO 449 (3), BIO 450 (1)
- Animal Behavior - 3 or 5 hours - BIO 371 (3), BIO 372 (2)
- Cell Structure and Function - 3 or 4 hours - BIO 362 (3), BIO 363 (1)
- Parasitology - 4 hours - BIO 439
- Vertebrate Comparative Anatomy - 4 hours - BIO 433
- Zoology - 4 hours - BIO 355

Applicants should research individual schools to be certain of their admissions policies regarding accepting AP/CLEP/IB, dual-enrollment, and community college courses to satisfy prerequisites.

PRE-VETERINARY GROUPS AND RESOURCES

Pre-Vet Club: All pre-veterinary students should participate in the Pre-Vet Club. This student organization provides leadership opportunities to further explore and gain experience in the veterinary profession. Learn more on CU Involved: <https://cuinvolved.creighton.edu/organization/pre-vetclub>

Veterinary Programs: There are 33 schools of veterinary medicine in the U.S. Students can access a list through the American Association of Veterinary Medicine Colleges' website: <https://www.aavmc.org>

BECOMING A COMPETITIVE APPLICANT

Some veterinary schools may allow students to begin without a bachelor's degree after completing all prerequisite courses, but many require the completion of a bachelor's degree prior to starting veterinary school. Competitive applicants have solid academic records, well-rounded co-curricular experiences, strong scores on the GRE (if required), supportive letters of recommendation, and can clearly articulate their reasons for pursuing veterinary medicine.

Selecting a Major, Grades, and GPA

Students are encouraged to choose a major where they can demonstrate strong overall academic performance, while also focusing on developing a solid foundation in the sciences. Ideally, a major should be based on student interests and should support an alternate career. Veterinary schools look for students who demonstrate the academic ability to handle rigorous course loads.

Grades are another vital aspect that admissions committees look towards, as they indicate an inability (or ability) to handle challenges in veterinary school. This is why it is important to try to maintain grades higher than a B. Grades below a B, especially within the two academic years leading up to veterinary school application, could interfere with admission; it is possible to withdraw (W) from courses in this situation. However, students should be aware that more than two W's could indicate a lack of judgment.

GPA's calculated on veterinary school applications include coursework done at all colleges attended and all attempts at a course.

Aim for GPAs of **3.5 or above**.

Pre-Veterinary Fact Sheet

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Student Success
Advising Resources and Support

COURSE SCHEDULING CONSIDERATIONS

Freshmen and sophomores usually take only two natural science or math subjects each semester.

Chemistry:

General Chemistry I (CHM 203/204) and General Chemistry II (CHM 205/206) are typical choices for freshman fall and spring. To be eligible to take General Chemistry in the freshman year, students must achieve a sufficient score on the Quantitative Assessment for New Students (QANS). Students who do not achieve a sufficient QANS score will need to complete Introductory General Chemistry 1 (CHM 102) with a grade of "B-" or better to progress to CHM 202/204.

Biology:

General Biology I (BIO 201/205) and General Biology II (202/206) are typical choices for freshman fall and spring. Completion of either General Chemistry I (CHM 203) with a grade of "C" or better or Introductory General Chemistry 1 (CHM 102) with a grade of "B-" or better is required in order to take General Biology II.

Math:

Pre-veterinary students may be required to complete a calculus course. This requirement can be fulfilled by either MTH 231 or MTH 245. Math, physics, and chemistry majors will need more than one semester of calculus and should take MTH 245.

Physics:

Students who have sufficient math and physics (a year of high school physics or a semester of college introductory physics, math through pre-calculus) are eligible to take General Physics I (PHY 201/205) and General Physics II (PHY 202/206).

Prospective math, physics, and chemistry majors may take alternate sections of General Physics and additional math.

Summer Classes:

Science courses may be taken in the summer, but only when there are good reasons for doing so (not just a vague desire to "catch up") and not at community colleges. Speak with a Pre-Vet Advisor about timelines.

Sample First Semester Schedule

Course sequencing may vary depending on a student's readiness

- General Biology I w/ Lab (4 hours)
- General Chemistry I w/ Lab (4 hours)
- Magis Core Class (3 or 4 hours) - ENG or Critical Issues & COM 101
- Magis Core Class (3 hours) - PHL or THL
- Maybe another Magis Core Class (3 hours) - PSY, SOC, or Foreign Language
- RSP Class (.5 hours)

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Hixson-Lied Science Building G06
CARS@creighton.edu

CO-CURRICULAR EXPECTATIONS

Volunteer & Service

It is important to demonstrate sustained commitment over time. Students should have service experiences in animal and non-animal settings. Check out the Schlegel Center for Service and Justice for opportunities:
<https://www.creighton.edu/scsj>.

Shadowing

Students must gain knowledge of the profession by shadowing professionals in their field or by working and volunteering with veterinarians. Varied experiences working with different animal populations can be important and helpful.

Research

Research experience working with vets or animals may add an extra layer to the application, especially if the student is interested in research. See the Center for Undergraduate Research and Scholarship for opportunities:
www.creighton.edu/curas.

Leadership and Teamwork

Students must demonstrate leadership and interpersonal skills. Consider initiating group projects, serving as an officer in a student organization, or working as a teaching assistant. Students must also demonstrate the ability to work collaboratively.

Animal Experience

Working with animals is valuable experience. Volunteering at shelters or rescue organizations, participating in summer enrichment opportunities, experience in 4-H and FFA, an internship at the Omaha Henry Doorly Zoo, or even employment in a veterinary office are all ways to gain animal experience.

Creighton School of Pharmacy and Health Professions Early Assurance Programs

The Doctor of Pharmacy (PharmD) program, Doctor of Occupational Therapy (OTD) program and Doctor of Physical Therapy (DPT) program offer an Early Assurance program designed for high school students interested in early admission to one of the programs within the School of Pharmacy and Health Professions.

Students are offered this program based on their high school credentials. Each Early Assurance Program has its own progression requirements set by the School of Pharmacy and Health Professions. The Early Assurance webpages (linked below) are the most up-to-date sources of information regarding these programs.

For all programs (Pharmacy, OT, and PT) students must 1) take all prerequisite/pre-professional coursework at Creighton, 2) earn grades of C or above in prerequisite courses, 3) meet program-specific GPA requirements, and 4) earn SA (satisfactory) grades in the Pre-Professional Communities.

Any withdrawal from a prerequisite course may impact a candidate's ability to remain in the Early Assurance program. Students are strongly encouraged to consult with the School of Pharmacy and Health Professions Office of Admission prior to withdrawing from prerequisite coursework. After the withdrawal has occurred, Early Assurance students will be required to submit a written appeal to the admissions committee to remain in the Early Assurance Program. Course withdrawals will be considered by the admissions committee on a case-by-case basis.

Early Assurance Pharmacy

- Website: <https://www.creighton.edu/pharmacy-ot-pt/pharmacy/creighton-undergraduate-admissions-pathways/early-assurance-program>
- Minimum Cumulative GPA: 3.0
- Minimum Math/Science Prerequisite GPA: 2.9
- Required Hours of Work/Shadowing in a Pharmacy Setting: 40 hours

Early Assurance Occupational Therapy

- Website: <https://www.creighton.edu/pharmacy-ot-pt/occupational-therapy/creighton-undergraduate-admissions-pathways/early-assurance>
- Minimum Cumulative GPA: 3.0
- Required Hours of Work/Shadowing in an OT Setting: 30 hours

Early Assurance Physical Therapy

- Website: <https://www.creighton.edu/pharmacy-ot-pt/physical-therapy/creighton-undergraduate-admissions-pathways/early-assurance>
- Minimum Cumulative GPA: 3.3
- Required Hours of Work/Shadowing in a PT Setting: 60 hours



Early Assurance Program

DOCTOR OF OCCUPATIONAL THERAPY

SAVE YOUR SEAT IN OCCUPATIONAL THERAPY

The Early Assurance Program is designed for high school students interested in early admission to the Creighton University Doctor of Occupational Therapy Program. Benefits include:

- Students admitted to Creighton University are given assurance of acceptance to the Doctor of Occupational Therapy program if they meet certain criteria for admission and progression into the OTD program
- Simplified OTCAS application is required prior to entry to the Doctor of Occupational Therapy Program

The requirements for admission are:

- Automatic consideration with prior admission to Creighton University through the Office of Undergraduate Admissions
- High school GPA of 3.5 or higher (*special consideration may be given to students whose GPAs fall outside this criterion with additional review by the OT Admission committee*)

In order to continue on to the professional curriculum, these requirements must be met in years 1 and 2 at Creighton:

- Take ALL prerequisite/pre-professional coursework at Creighton University. Courses taken for college credit/advanced placement prior to high school graduation will not result in ineligibility, however any prerequisite courses taken at other institutions after high school graduation will result in ineligibility
- Maintain a minimum cumulative GPA of a 3.0
- No grade of D or F in any prerequisite course
- Full participation in the Creighton Edge Pre-Occupational Therapy learning community while enrolled in the pre-professional portion of the curriculum (years 1 and 2)
- 30 hours of work or shadowing in an occupational therapy setting after acceptance into the program and by the end (August 1) of year 2
- Submit a completed Early Assurance Information form by November 1, the year prior to enrollment in the OTD professional curriculum
- Successful completion of a progression interview, demonstrating growth in knowledge of the profession and strong communication/interpersonal skills
- Pass a criminal background check prior to official enrollment in the professional program
- Review and sign the technical standards document to acknowledge compliance with technical standards needed to successfully complete the OTD curriculum and practice the profession of occupational therapy
- Any withdrawal from a prerequisite course may impact a candidate's ability to remain in the Early Assurance Program. Students are strongly encouraged to consult the School of Pharmacy and Health Professions Office of Admissions prior to withdrawing from prerequisite coursework. Early Assurance students should be prepared to submit a written appeal to the admission committee to remain in the Early Assurance Program. Course withdrawals will be considered by the admission committee on a case-by-case basis

The entry-level program in occupational therapy is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association, Inc. (AOTA) located at:

6116 Executive Blvd., Suite 200 | North Bethesda, MD 20852-4929
accred@aota.org | 301.652.2682

More information on ACOTE can be found at acoteonline.org

Office of Undergraduate Admissions

402.280.2703 | admissions.creighton.edu | admissions@creighton.edu

Creighton
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School of Pharmacy
and Health Professions

Creighton Preference

DOCTOR OF OCCUPATIONAL THERAPY

The Doctor of Occupational Therapy Program gives preferential admission consideration to Creighton Undergraduate students who complete all prerequisite coursework at Creighton.

Benefits of the Creighton Preference include:

- Baccalaureate degree in any major accepted with a 3.25 GPA in all prerequisites
- Guaranteed interview with a 3.25 overall GPA
- Option of a formalized deferral program for one year, if admitted

Creighton Preference criteria:

- Full participation in the Creighton CARS programming
 - Fulfillment of basic requirements or participation in the CARS program does not guarantee admission. Admission is based on academic and personal qualifications considered necessary for successful, competent practice as an occupational therapist. Candidates are also evaluated on the basis of the fit between their personal goals and the mission and objectives of the OTD program. In addition, prior education, work experiences, honors, awards, service to others, and leadership activities serve to provide insight into a candidate's commitment to lifelong learning and doctoral-level education. It is required that prospective students spend time observing occupational therapists at work in their communities.
- Take ALL prerequisite coursework at Creighton University. Courses taken for college credit/advanced placement prior to high school graduation will not result in ineligibility; however, taking any prerequisite courses at other institutions after high school graduation will result in ineligibility
- Submit an online application by October 1 of the academic year prior to enrollment in the professional program
- Students unable to meet one or more of these criteria are encouraged to apply for admission through
 - the standard admission procedures.

PREREQUISITE COURSE REQUIREMENTS

Entrance into the Doctor of Occupational Therapy program requires a minimum of 60 semester hours or 90 quarter hours of prerequisite coursework. All prerequisite coursework must be completed with a grade of C or better.

Courses to be completed in years 1 and 2	Semester
Theology, Philosophy and/or Ethics course	3
Culture, Ideas and/or Civilizations course	3
Anatomy	3
Introduction to Psychology	3
Abnormal Psychology or Human Development	3
English Composition	3
Statistics	3
Medical Terminology	1
Electives (including 6 hours of Theology)	38
TOTAL	60

Creighton
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School of Pharmacy
and Health Professions

CHOOSE YOUR CAREER PATH. SECURE A SPOT.
SAVE YOUR SEAT IN OCCUPATIONAL THERAPY.



Early Assurance Program

DOCTOR OF PHARMACY

SAVE YOUR SEAT IN PHARMACY SCHOOL

The Early Assurance Program is designed for high school students interested in early admission to the Creighton University Doctor of Pharmacy Program. Benefits include:

- Students admitted to Creighton University are given assurance of acceptance to the Doctor of Pharmacy Program if they meet certain criteria for admission and progression
- Simplified and discounted PharmCAS application, which is required prior to entry into the Doctor of Pharmacy program

The requirements for admission are:

- Automatic consideration with prior admission to Creighton University through the Office of Undergraduate Admissions
- High school GPA of 3.25 or higher
- Completion of one year of high school chemistry with a B average

In order to continue on to the professional curriculum, these requirements must be met in years 1 and 2 at Creighton:

- Take ALL prerequisite/pre-professional coursework at Creighton. Courses taken for college credit/advanced placement prior to high school graduation will not result in ineligibility; however, taking any prerequisite courses at other institutions after high school graduation will result in ineligibility.
- Maintain a minimum cumulative GPA of 3.0.
- Maintain a minimum math/science prerequisite GPA of 2.9.
- No grade below a C in any prerequisite course.
- Full participation in the Creighton Success Center Pre-Pharmacy learning community while enrolled in the pre-professional portion of the curriculum (years 1 and 2).
- 40 hours of work or shadowing in a pharmacy setting by the end (August 1) of year 2.
- Submit a PharmCAS application by November 1 the year prior to enrollment in the PharmD professional curriculum.
- Successful completion of a progression interview, demonstrating growth in knowledge of the profession and strong communication/interpersonal skills.
- Pass a criminal background check prior to official enrollment in the professional program.
- Review and sign to acknowledge compliance with the technical standards needed to successfully complete the pharmacy curriculum and practice the profession of pharmacy.
- Any withdrawal from a prerequisite course may impact a candidate's ability to remain in the Early Assurance Program. Students are strongly encouraged to consult the School of Pharmacy and Health Professions Office of Admission prior to withdrawing from prerequisite coursework. Early Assurance students should be prepared to submit a written appeal to the admission committee to remain in the Early Assurance Program. Course withdrawals will be considered by the admission committee on a case-by-case basis.

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School of Pharmacy
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Creighton Preference

DOCTOR OF PHARMACY

The Doctor of Pharmacy Program gives preferential admission consideration to Creighton undergraduate students who complete all prerequisite coursework at Creighton. The “Creighton Preference” is intended for students who either:

- Do not gain admission via the Early Assurance Program
- Fail to meet the requirements needed to continue in the Early Assurance Program or
- Decide to apply to the Doctor of Pharmacy Program after enrollment in a different Creighton undergraduate program

Creighton Preference criteria:

- Full participation in the Creighton Success Center Pre-Pharmacy learning community throughout the duration of enrollment in the College of Arts and Sciences, College of Nursing or Heider College of Business.
- Take ALL prerequisite coursework at Creighton University. Courses taken for college credit/advanced placement prior to high school graduation will not result in ineligibility; however, taking any prerequisite courses at other institutions after high school graduation will result in ineligibility.
- Submit a PharmCAS application by November 1 of the academic year prior to enrollment in the professional program.

PREREQUISITE COURSE REQUIREMENTS

Courses to be completed in years 1 and 2	Semester Hours
General Biology I and II with labs (BIO 201/205 and BIO 202/206)	8
Human Anatomy (PHA 310 OR EXS 331)	3
General Chemistry I and II with labs (CHM 102/202/204 OR CHM 203/204 and CHM 205/206 OR CHM 285/286)	8
Organic Chemistry I and II with labs (CHM 321/322 and CHM 323/324)	8
Calculus, Physics, or Chemistry with Quantitative Analysis (MTH 231, MTH 245, PHY 201, PHY 213, PHY 221, OR CHM 315)	3 or 4
English (ENG 150 and ENG 220 OR ENG 221) Note: If your Critical Issues in Human Inquiry course is an ENG course, the same course cannot meet both English and Speech requirements	6
Speech (COM 101 PLUS one course in the Critical Issues in Human Inquiry category) Note: If your Critical Issues in Human Inquiry course is an ENG course, the same course cannot meet both English and Speech requirements	4
Psychology (PSY 201)	3
Economics (ECO 203 OR 205)	3
Theology	6
Electives—3 semester hours from the humanities or behavioral or social sciences	12
TOTAL	64

All curricula in the School of Pharmacy and Health Professions undergo constant review and refinement. Please check with the SPAHP Admission Office for the most up-to-date program prerequisites.

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CHOOSE YOUR CAREER PATH. SECURE A SPOT.
SAVE YOUR SEAT IN PHARMACY SCHOOL.

School of Pharmacy
and Health Professions



Early Assurance Program

DOCTOR OF PHYSICAL THERAPY

SAVE YOUR SEAT IN THE PHYSICAL THERAPY PROGRAM

The Early Assurance Program is designed for high school students interested in early admission to the Creighton University Doctor of Physical Therapy Program:

Benefits include:

- Students admitted to Creighton University are given assurance of acceptance to the Doctor of Physical Therapy Program if they meet certain criteria for admission and progression into the DPT program
- Simplified PTCAS application, which is required prior to entry into the Doctor of Physical Therapy Program

The requirements for admission are:

- Automatic consideration with prior admission to Creighton University through the Office of Undergraduate Admissions
- Minimum High School GPA of 3.5 or higher (special consideration may be given to students whose GPAs fall outside this criterion with additional review by the PT Admission committee)
- Complete 10 hours of shadowing a licensed physical therapist

Requirements to be met in years 1-3 at Creighton in order to progress on to the DPT professional curriculum:

- Take ALL prerequisite/pre-professional coursework at Creighton. Courses taken for college credit/advanced placement prior to high school graduation will not result in ineligibility; however, any prerequisite courses taken at other institutions after high school graduation will.
- Maintain a minimum cumulative GPA of 3.3.
- No grade below a C in any prerequisite course.
- Full participation in the Creighton Success Center Pre-Physical Therapy learning community while enrolled in the pre-professional portion of the curriculum (years 1, 2 and 3).
- 60 hours of work or shadowing in a physical therapy setting after acceptance into the pre-professional program and by August 1 of year 2.
- Submit a PTCAS application by October 1, the year prior to enrollment in the DPT professional curriculum.
- Successful completion of a progression interview, demonstrating growth in knowledge of the profession and strong communication/interpersonal skills.
- Pass a criminal background check prior to official enrollment in the professional program.
- Review and sign the technical standards document to acknowledge compliance with technical standards needed to successfully complete the DPT curriculum and practice the profession of physical therapy.
- Any withdrawal from a prerequisite course may impact a candidate's ability to remain in the Early Assurance Program. Students are strongly encouraged to consult the School of Pharmacy and Health Professions Office of Admissions prior to withdrawing from prerequisite coursework. Early Assurance students should be prepared to submit a written appeal to the admission committee to remain in the Early Assurance Program. Course withdrawals will be considered by the admission committee on a case-by-case basis.

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Creighton Preference

DOCTOR OF PHYSICAL THERAPY

The Doctor of Physical Therapy Program gives preferential admission consideration to Creighton undergraduate students who complete all prerequisite coursework at Creighton.

Creighton
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School of Pharmacy
and Health Professions

Benefits of the Creighton Preference include:

- Guaranteed interview with a 3.25 cumulative GPA
- 60 hours of practice observation facilitated during the Creighton Success Center program and through the pre-PT Club
- Option of a formalized deferral program for one year if admitted and, if you remain enrolled during that year, a 3.25 science GPA is maintained

Creighton Preference criteria:

- Full participation in the Creighton Success Center Pre-Physical Therapy learning community while enrolled in the pre-professional portion of the curriculum (years 1, 2 and 3).
- Take ALL prerequisite coursework at Creighton University. Courses taken for college/advanced placement prior to high school graduation will not result in ineligibility; however, any prerequisite courses taken at other institutions after high school graduation will result in ineligibility.
- Submit a PTCAS application to the School of Pharmacy and Health Professions Admission Office by October 1 of the academic year prior to enrollment in the professional program.
- Students unable to meet one or more of these criteria are encouraged to apply for admission through the standard admission procedures.

Fulfillment of basic requirements or participation in the Success Center program does not guarantee admission. Admission is based on academic and personal qualifications considered necessary for successful, competent practice as a physical therapist. Candidates are also evaluated on the basis of the fit between their personal goals and the mission and objectives of the DPT program. In addition, prior education, work experiences, honors, awards, service to others, and leadership activities serve to provide insight into a candidate's commitment to lifelong learning and doctoral-level education. It is required that prospective students spend time observing physical therapists at work in their communities.

PREREQUISITE COURSE REQUIREMENTS

Entrance into the Doctor of Physical Therapy Program requires a minimum of 60 semester hours or 90 quarter hours of prerequisite coursework. All prerequisite coursework must be completed with a grade of C or better.

Courses to be completed in years 1-3	Semester Hours
General Biology I and II with labs (BIO 201/205 and BIO 202/206)	8
General Chemistry I and II with labs (CHM 102/202/204 OR CHM 203/204 and CHM 205/206)	8
General Physics I and II with labs (PHY 211 and PHY 212 OR PHY 201/205 and PHY 202/206)	8
Human or Mammalian Physiology (BIO 449, BMS 303 OR EXS 320)	3
Human Anatomy (PHA 213, EXS 331 OR BMS 311)	3
English (ENG 150)	6
Statistics (PSY 211, MTH 361, MTH 363, BIO 311 OR EXS 407)	3
Theology	6
Electives (including 18 semester hours of coursework toward a single emphasis of upper-level study)	45
TOTAL	90

Graduation from a physical therapist education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, VA. 22305-3085, phone: 703.706.3245; accreditation@apta.org is necessary for eligibility to sit for the licensure examination, which is required in all states.

Effective November 2, 2021, Creighton University Health Sciences Campus – Phoenix has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; phone: 703.706.3245; email: accreditation@apta.org. If needing to contact the program/institution directly, please call 602.812.3131 or email jameslynkey@creighton.edu. Candidate for Accreditation is an accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates the program may matriculate students in technical/professional courses. Achievement of Candidate for Accreditation status does not assure that the program will be granted Initial Accreditation.

What is Pre-Law Advising

Faculty and staff Pre-Law Advisors are available to meet with students interested in pre-law. Students should begin by working with their assigned academic advisor(s) and then speaking with a Pre-Law Advisor. The chart below provides a side-by-side comparison of academic advising versus pre-law advising.

ACADEMIC ADVISING:	PRE-LAW ADVISING IN CARS & ON CAMPUS:
Academic Advising is done with: <ul style="list-style-type: none">▪ RSP Advisor – this individual is assigned as RSP instructor freshman year and will remain the primary advisor until students are accepted into a major/program.▪ Faculty Advisor in major – once student is accepted into a major, they're assigned a Faculty Advisor in that major/department	Pre-Law Advising is done with: <ul style="list-style-type: none">▪ Pre-Law Advisors in the Center for Advising Resources and Support – sign into www.creighton.edu/creightonconnect▪ Faculty Pre-Law Advisors: A list is available in the Pre-Law Information Community
Academic Advising includes: <ul style="list-style-type: none">▪ Discussion of overall academic plan (i.e. four-year plan) and graduation requirements▪ Discussion of Magis Core requirements▪ Exploration of majors and where to find information about them in the online catalog.▪ Questions about registration processes▪ Questions about taking classes at another university and/or institution.▪ Questions about transferring credits from another university and/or institution	Pre-Law Advising includes: <ul style="list-style-type: none">▪ Exploration of different law schools▪ Exploration of law and law-related careers▪ Discussion regarding the law school application timeline and the elements of a competitive application▪ Discussion regarding resources and options for Law School Admission Test (LSAT) preparation▪ Assistance with aspects of the application process
Academic Advisors often know: <ul style="list-style-type: none">▪ What student strengths are and how those apply to goals▪ What student weaknesses are and how those may impact your goals▪ Where to look for answers▪ Who to call for answers	Faculty Pre-Law Advisors often know: <ul style="list-style-type: none">▪ Magis Core class options▪ Contact information for majors and minors.▪ Where to refer student for questions about graduation requirements▪ How important it is that students maintain a strong relationship with their academic advisor.
Academic Advisors <i>may</i> be able to assist with: <ul style="list-style-type: none">▪ Prerequisite requirements for professional school applications▪ Elements of a competitive application for law school▪ Some of the requirements and expectations for law school	Pre-Law Advisors <i>may</i> be able to assist with: <ul style="list-style-type: none">▪ Resources and opportunities for visiting law schools.▪ Financial aspects of attending law school▪ Shadowing and Mentoring Opportunities

Faculty Pre-Law Advisors

The professors listed below are available for Pre-Law Advising. Students may see any advisor (or number of advisors) they choose, regardless of their major. Appointments are helpful; some advisors may also have drop-in hours which can change each semester.

Faculty	Contact Information
Dr. Scott Hendrickson <i>Political Science and International Relations</i>	<i>sah@creighton.edu</i>
Dr. Elizabeth Elliot-Meisel <i>History</i>	<i>elmeis@creighton.edu</i>
Dr. Kevin Graham <i>Philosophy</i>	<i>kgraham@creighton.edu</i>
Dr. Matthew Huss <i>Psychological Science</i>	<i>mhuss@creighton.edu</i>
Charisse Williams <i>Heider College of Business</i>	<i>charissewilliams@creighton.edu</i>
Dr. Laura Roost <i>Political Science and International Relations</i>	<i>roost@creighton.edu</i>
Dr. Jacob Rump <i>Philosophy</i>	<i>jacobrump@creighton.edu</i>

In addition to the faculty Pre-Law Advisors, students may contact advisors in the Center for Advising Resources and Support for Pre-Law Advising. Appointments with CARS Pre-Professional advisors are available via CreightonConnect or students can email CARS@creighton.edu.

Pre-Law Fact Sheet

Creighton
UNIVERSITY

Student Success
Advising Resources and Support

Preparing for Law School

There are no specific prerequisite courses required for law school. However, law schools are looking for a set of skills. The American Bar Association identifies these desired skills and competencies in top applicants.

- Analytic and problem-solving skills
- Critical thinking skills
- Writing skills
- General research skills
- Oral communication and listening skills
- Values of serving others and promoting justice
- Background knowledge and experiential learning related to law
- Task organization and management skills
- Ability to build relationships and work collaboratively with others

Liberal arts education prepares you for law school

The Creighton Magis Core curriculum, in the Jesuit intellectual tradition, offers a broad-based education that challenges students to engage in inquiry and critical thinking across disciplines. All students develop skills in areas such as communication, ethical reasoning, and technology in a curriculum with a wide variety of course choices. Each Creighton undergraduate must integrate what they have learned and apply that knowledge to tough questions of ethics and justice. No matter the major, the Core curriculum can prepare future lawyers for serious intellectual pursuits.

Sample courses to prepare for law school

The following is a small sample of Creighton courses that may help students explore their interest in law. Students should consider the populations they wish to work with and types of law they might wish to pursue. Students can also visit with a pre-law advisor to talk about additional options.

- Symbolic Logic (PHL 399)
- Philosophy of Law (PHL 390)
- Legal Environment of Business (BUS 201)
- Business Law (BUS 301)
- Mock Trial (BUS 321/322)
- Judicial Process (PLS 320)
- Constitutional Law (PLS 337)
- Psychology and the Law (PSY 363)
- Sociology of the Criminal Justice System (SOC 321)
- Law and Society (SOC 423)
- Law of Mass Communication (JRM 529)

THE FIRST STEP: DISCERNMENT

Why are you interested in law? How do your strengths aligning with the skills and competencies preferred by the American Bar Association? Do you have an orientation toward service? Does your intended career path require a law degree?

There are many types of lawyers and many types of law careers, focusing on areas as varied as business, public policy, social justice and intellectual property. But all of them require discernment of your interests, strengths, and competencies for the profession.

Students can discern with help from advisors and professions, through informational interviews with lawyers, and by engaging in law-related part-time work or internships.

Majors, Grades and GPA

There is no preferred or recommended major for law school. Students can major in any discipline and develop essential skills in reading, writing, and critical thinking.

Applicants with a well-rounded education and a variety of interests and personal experiences are ideal candidates. Students should choose a major where they can demonstrate strong academic performance. Law schools look for students who demonstrate the ability to handle a rigorous course load.

GPAAs calculated on law school applications include coursework completed at all colleges attended and all attempts at a course. If a course is repeated, both grades will be included in the GPAs calculated by the law schools.

Aim for GPAs of **3.3 or above**.

CREIGHTON UNIVERSITY'S 3-3 LAW PROGRAM

Creighton University's 3-3 Law Program offers pre-law students the opportunity to complete their bachelor's degree and Juris Doctor degree in six years, instead of the typical seven. The 3-3 Law option is available through both the Heider College of Business and the Creighton College of Arts and Sciences. Students in the 3-3 Law Program complete their JD at Creighton School of Law. Each college has designated majors that work well with the curriculum of the 3-3 program.

Entering law school early requires extra planning. Students interested should prioritize completing classes toward their major and Magis Core requirements. It is a good idea to meet regularly with academic and pre-law advisors.

STEPS TOWARD PRE-LAW

Phase 1: Exploration

- Join the Pre-Law Information Group on Blueline. Email cars@creighton.edu to be added.
- Attend a Pre-Law 101 group advising session in the fall semester or watch a video recording in the Pre-Law Information Group Blueline.
- When you meet with your Academic Advisor, let them know about your pre-law interest. Discuss Magis Core classes that would develop your reading, writing, and critical thinking skills.
- Work to answer the question "Why am I interested in the law?"
- Meet with a pre-law advisor early if you are interested in the 3-3 program.

Phase 2: Get involved on campus and engage with the profession

- Continue to take challenging Magis Core and major courses.
- Find campus activities and volunteer opportunities to help you engage with your community, practice leadership, and serve others.
- Seek work or internships that foster skills that lawyers need, such as organization, communication, and collaboration.

Phase 3: Active application

- Work with a pre-law advisor to plan to take the LSAT, prepare a personal statement, and understand your application timeline. Begin this the school year before you wish to apply.



Center for Advising Resources and Support
Hixson-Lied Science Building G06
CARS@creighton.edu

PRE-LAW: BEYOND COURSEWORK

Internships and Work Experience

Students are encouraged to seek internship or work experiences that offer opportunities to build skills in problem solving, teamwork, and critical thinking. Such experiences also strengthen a student's professionalism. These experiences do not need to be in a legal field, and in fact it can be challenging for undergraduate students to find legal-related internships. All internship and work experiences can help students build vital skills and can connect them with employers who may write letters of recommendation on their behalf.

Building Relationships

Attorneys are called on to connect with and help people different from themselves. Students should seek out experiences that help them build interpersonal relationships and interact with people from many walks of life.

Leadership and Teamwork

Students must demonstrate leadership and teamwork skills. Consider initiating group projects, serving as an officer in a student organization, or working as a teaching assistant. Seek opportunities to work collaboratively with others, even when a role doesn't have a leadership title.

Volunteer and Service

It is important to demonstrate sustained commitment over time. Check out the Schlegel Center for Service and Justice for opportunities: blogs.creighton.edu/scsj

Research

Research experience is not required for admission to law school, but may add an extra layer to an application. See the Center for Undergraduate Research and Scholarship for opportunities: www.creighton.edu/curas

Thinking about Law School? Some Things to Consider...

Discernment is essential! You want to make sure, as best as you can, that you possess a true passion for law and being a lawyer. Pursuing law school on a whim or as a fallback plan is a terrible idea. There are several reasons for this including:

- Law school is an extremely expensive pursuit, and most law students accrue substantial debt just to pay for law school (in addition to debt they accrued prior to law school). Even applying to law school is expensive!
 - Do not assume your post-law school salary will make it easy to pay off this debt!
- Law school is difficult and time consuming. It will be stressful no matter how smart you are. Therefore, it is not something you want to voluntarily put yourself through absent a strong passion for the subject matter.
 - Although a law degree provides you with a set of skills that can be applied to many career fields, this fact, on its own, is not enough to justify a choice to go to law school. Realize that while you are in law school you may be missing opportunities (jobs, other graduate degrees) that would provide even better training for your career goals.

Ask yourself the following questions. Be honest in your answers! If you answer “no” to two or more questions, take this as an indication that you need to seriously consider whether law school is the right choice for you at the present time:

- Do I enjoy reading? Am I willing to spend many hours (6+) in a library almost every day?
- Do I have an eye for detail?
- Do I think reading the instructions is optional?
- Do I thrive in a competitive, challenging learning environment? Will I do well in a situation where many of the people about me are likely as smart as me or even smarter, and at least some of them view me as a competitor?
- Can I cope with getting a grade report at the end of the semester that includes grades on it other than As and Bs?
- Can I handle the stress and anxiety that comes with having those grades be determined by a single, end of semester exam?
- How will I handle the stress and anxiety that comes when called on in class, in front of my peers, to respond to difficult questions based on my reading and comprehending hard-to-understand material?
- Do I enjoy studying? Do I like to take voluminous notes?
- Do I like to write for hours at a time? Does the feedback I've received on my writing by my professors suggest that I possess good writing skills?
- Do I get along with others even when they may express intensely held views that are the opposite of mine?
- Do I have the patience and endurance to make it through three full years (or more, if going part-time) of an exceptionally rigorous academic program? Will I feel life is passing me by as I watch my friends marry, have children, or buy homes while I am still in law school?
- Do I understand that the lifestyle and working environment of lawyers portrayed on television and in movies have little, if any, connection to the actual practice of law?

Law School Preparation Timeline

The following are key things you should be doing throughout your undergraduate career to prepare for law school

- Prioritize academic success and develop essential law school skills like critical thinking, reading comprehension, and communication
- Build good credit for future law school financing.
- Stay out of trouble. Maintain good judgment and character – law schools value integrity.
- Join the PLAW Information Community in Blueline.
- Get involved on campus. Find an organization or two that you connect with and invest time in the organization. Consider a leadership role within the organization.

First Year	<ul style="list-style-type: none">▪ Check Law School Admission Council website to learn more about law school and legal careers – www.lsac.org▪ Attend PLAW events and workshops to learn more about law school and the legal profession.
Second Year	<ul style="list-style-type: none">▪ Consider taking a practice LSAT in the spring of sophomore year. Many test preparation companies offer a free practice LSAT.▪ Continue attending PLAW events and workshops to learn more about law school and the legal profession.
Third Year	<ul style="list-style-type: none">▪ Consider off-campus experiences during junior year, like study abroad or internship experience. If planning to take the LSAT next summer, the fall semester may be the best time for such an experience. If planning to take the LSAT next fall, the spring semester might be the best time.▪ Meet with a Pre-Law Advisor to discuss the law school application timeline and process.▪ Attend a PLAW workshop on the law school application process.▪ Create Law School Admission Council (LSAC) account at lsac.org. There is no cost to create an account, and this will grant access to LSAC resources.▪ Develop a plan for LSAT preparation. Students should plan to spend 3-4 months preparing for the LSAT.▪ If planning to take the LSAT in June or July, be sure to register for LSAT by March of junior year. Be prepared for this expense!
Summer Before Fourth Year	<ul style="list-style-type: none">▪ Take the LSAT (ideally in June, July, or September).▪ Begin researching possible law schools to attend. See https://www.lsac.org/applying-law-school/jd-application-process▪ Register for LSAC's Credential Assembly Service (CAS) and check for fee waivers.▪ Send transcripts from all colleges to CAS, even for transferred credits.▪ Request 2-3 recommendation letters by September, including one from a professor.
Fourth Year	<p>September/October</p> <ul style="list-style-type: none">▪ Finalize list of law schools. Pre-Law Advisors can assist in narrowing list of schools.▪ Attend a law school fair (e.g., MINK, LSAC Chicago) to explore schools. Update your resume for applications.▪ Craft personal statement – a key component of law school application. <i>Hint: The Fahey Career Center can assist with resumes and personal statements!</i> <p>October/November</p> <ul style="list-style-type: none">▪ Submit law school applications and budget for fees (\$25–\$150). Ask about fee waivers. <p>December – March</p> <ul style="list-style-type: none">▪ Law school acceptances begin to arrive in mailbox. <p>January – April</p> <ul style="list-style-type: none">▪ Visit law schools to which student has been accepted. Be prepared for travel expenses! <p>February</p> <ul style="list-style-type: none">▪ Submit financial aid forms and maintain good credit for law school funding. <p>April</p> <ul style="list-style-type: none">▪ Choose a law school, submit seat deposit (\$250–\$1,000), and consult Pre-Law Advisor for guidance. <p>May - Graduation!</p>

3-3 Law Program

Overview

Creighton University offers a 3-3 Law Program through both the College of Arts and Sciences (CCAS) and the Heider College of Business (HCB). Students in the program earn both an undergraduate degree and a law degree from Creighton University in six years instead of the traditional seven years.



Student Success

Advising Resources and Support

The 3-3 Law Program is best suited for highly motivated students with a strong interest in the law who can maintain a high GPA. Students in the program apply to the Creighton School of Law in the fall semester of their third year. If admitted to the School of Law, students begin law school in the fall semester of the fourth year. At any time during the first three years a student can decide to “slow down” their studies and seamlessly transition into a traditional four-year undergraduate plan of study.

Students interested in the 3-3 Law Program should meet with a pre-law advisor during their first year of study to get additional information about the program. Students are strongly encouraged to participate in the PLAW Information Community [Blueline](#) group.

College of Arts & Sciences

The 3-3 Law Program is available through several College of Arts & Sciences (CCAS) majors, including:

American Studies	Art History
Classical and Near Eastern Studies	Communication Studies
Cultural and Social Studies	Cultural Anthropology
English	French
German	Health Administration and Policy
History	International Relations
Journalism, Media and Computing	Medical Anthropology
Modern Languages	Philosophy
Political Science	Psychology
Sociology	Social Work
Spanish	Theology

Other CCAS majors also may be available—check with the department

In years one to three of the 3-3 Law Program, students must obtain at least 96 credit hours and must complete **all** requirements of the CCAS Magis Core Curriculum **and** their chosen major. In years four to six of the 3-3 Law Program, students complete all law school classes required for the law degree. The first year of law school classes (year 4) also serve to fulfill the remaining credit hours required for the undergraduate degree (BA).

Students interested in additional information regarding the 3-3 Law Program in CCAS should contact Dr. Scott Hendrickson (sah@creighton.edu) or the Center for Advising Resources and Support (CARS@creighton.edu).

Heider College of Business

In years one to three of the 3-3 Law Program, students must obtain at least 96 credit hours and must complete **all** requirements of the Magis Common Core Curriculum and the HCB Business Core, as well as other requirements established by HCB. In years four to six of the 3-3 Law Program, students complete all law school classes required for the law degree. The first year of law school classes (year 4) also serve to fulfill the remaining credit hours required for the undergraduate degree (BSBA - no business specialization/major).

Students interested in additional information regarding the 3-3 Law Program in HCB should contact Charisse Williams (charissewilliams@creighton.edu) or the Center for Advising Resources and Support (CARS@creighton.edu).

Pre-Law: Frequently Asked Questions

I think I want to attend law school or pursue a law-related career, what should I do now?

The most important thing for you to do is to explore your interest! You need to discern if law school or a law-related career is right for you. Don't simply assume the interest you have now, even if a strong one, is all you need—discernment is much more than simply having an interest. Discernment begins with information. So, two of the most important things you can do are: (1) Join the PLAW Information Community and (2) Meet with a Pre-Law Advisor.

What does the PLAW Information Community entail?

The PLAW Information Community is a *Blueline* group designed for all Creighton students interested in exploring law school or a law-related career. Through this group, you learn about events and programs to assist you in your discernment process. Each semester, you will be invited to the "PLAW Workshop Series," a collection of presentations and events to assist students in exploring the path to law school and law-related careers. You are not required to participate in the PLAW Information Community, and, even if you do participate, attendance at PLAW activities is optional. However, not participating and/or not attending activities deprives you of a prime opportunity to discern your career path.

How do I join the PLAW Information Community?

You can enroll in the PLAW Information Community by contacting the Center for Advising Resources and Support (HLSB G06)(CARS@creighton.edu). Once you enroll, you will receive announcements about upcoming PLAW events, and you can take advantage of the information about law school and law-related careers contained in the *Blueline* group.

If I join the PLAW Information Community, will I be required to go to law school?

Absolutely not! The PLAW Information Community is here to help you discern if law school or a law-related career is right for you. It does not commit you to attending law school or pursuing a law-related career. While many PLAW students do attend law school, this is not necessary for a successful law-related career. Many law-related careers—lobbyist, governmental affairs officer, compliance officer, paralegal, legal journalist, public policy analyst—do not require a law degree.

Do I need a specific major for law school?

You do not. Law schools accept students from all undergraduate majors! We always recommend that you choose your major based on your passion for or interest in the subjects it covers. A pre-law advisor can work with you to help you create a course plan that allows you to develop the skills necessary for success in law school while pursuing an undergraduate major that interests you. The goal is to find a way to match your interests to a career in law.

Are there classes I should take?

Being successful in law school is not about knowledge of a particular subject. It is about having a set of key skills. The American Bar Association and the Law School Admission Council (LSAC) identify these skills as:

- Analytic/problem-solving skills
- Critical reading abilities
- Writing skills
- General research skills
- Oral communication skills
- Listening abilities
- Task organization and management skills
- Values of serving others and promoting social justice

Therefore, your goal should be to take courses that help you to develop one or more of these skills.

Are there any classes you recommend?

There are many courses offered at Creighton University that can be helpful in law school or a law-related career. These classes can help you develop and hone the skills listed above. A sample of these classes include:

Class	Department
Law for Business Leaders**	Business
Advanced Law for Business Leaders	Business
Persuasion	Communication Studies
Technical and Professional Writing	English
Constitutional History of the U.S.	History
Constitutional Issues	History
Media Ethics and Law	Journalism
Philosophical Ideas: Law**	Philosophy
Symbolic Logic	Philosophy
Philosophy of Law	Philosophy
American Government and Politics**	Political Science and International Relations
Law, Courts, and Politics	Political Science and International Relations
Constitutional Law	Political Science and International Relations
Rights, Liberties, and Justice	Political Science and International Relations
Psychology and the Law	Psychological Science
Forensic Psychology	Psychological Science
Intro to the Criminal Justice System**	Sociology/Anthropology/Criminal Justice
Theories of Crime and Deviance	Sociology/Anthropology/Criminal Justice
Law and Society	Sociology/Anthropology/Criminal Justice

**Ideal for 1st and 2nd year students

In addition, many courses that might not seem applicable can be great for developing key skills necessary for law school. For example, many mathematics, computer science, physics, and chemistry courses are great for developing analytical thinking and problem-solving skills.

What is the LSAT?

LSAT stands for Law School Admissions Test, and it is the entrance exam for law school. It is a skills-based exam, designed to test the skills necessary for success in law school (Reading Comprehension, Logical Reasoning, and Written Communication). Think of it as the ACT/SAT for admission to law school. To do well on the LSAT, you need to prepare for several months in advance. There are some new alternatives to the LSAT, but these are only accepted at a limited number of law schools.

When should I take the LSAT?

The LSAT is offered 8-9 times per year: June, July/August, September, October, November, January, February, and April. Students typically take the exam 9-15 months before they wish to begin law school. Assuming you are planning to attend law school in the fall immediately after your graduation from Creighton, you should plan on taking the LSAT in the summer before your senior year (June/July) or in the early fall of your senior year (September/October).

Can I take the LSAT more than once?

Yes, but this is not recommended. Taking the LSAT unprepared, with the thought of “if I do poorly, I’ll just retake it,” can harm your application. Law schools will see all of your scores—if one is bad, it can hurt your chances for admission to law school. The best course of action is to prepare thoroughly and take the LSAT only once.

How do I prepare for the LSAT?

There are many different strategies, but we recommend at least 3-4 months of preparation time (several hours a day/several days a week during that time). You can prepare on your own using self-study guides (cost = \$50 to \$200) or enroll in prep courses (cost = \$700 to \$1500). There are several LSAT prep books available in Reinert Library. In addition,

the Law School Admission Council/LSAC (the organization that administers the LSAT) offers many low-cost resources for LSAT prep, and the Khan Academy offers a free LSAT preparation program. More information can be found at <https://www.lsac.org/lsat/prepare>.

Where can I get more information on law schools?

All law schools have websites that will answer many of your questions. In addition, one key resource you should become familiar with is the Law School Admission Council (LSAC). LSAC coordinates the administration of the LSAT and coordinates the filing of electronic applications for all law school applicants (the Credential Assembly Service (CAS)). Therefore, if you plan to apply to law school, you need to register (and pay fees) for both the LSAT and the CAS with LSAC. LSAC has a wonderful website that will allow you to register with them, submit law school applications, and do research on law schools - <http://www.lsac.org/>.

Should I get involved in clubs and extra-curricular activities?

While involvement in clubs and activities can be an important component of your college experience and a law school application, you do not want to sign up for groups simply to add them to your resume. Rather than signing up for 10 different groups and doing nothing in any of them, consider signing up for only 1 or 2 groups and becoming more deeply involved in those groups (e.g. become a group officer/leader). That kind of experience can be far more valuable on a law school application than a simple list of various groups you joined. One obvious group for many PLAW students to join is the Creighton University Pre-Law Society.

What if I have other questions?

For more information regarding the PLAW Information Community, please contact the Center for Advising Resources and Support (HLSB G06) at CARS@creighton.edu or a faculty Pre-Law Advisor.

Applying for a CCAS Major or Minor

1. Go to my.creighton.edu
2. On the left menu, select the drop down for “Academics”
3. Click on “College of Arts + Sciences”
4. Select the drop down for “Department Menu”
5. Select the drop down for “Useful Links”
6. Click on “Student Quicklinks”

myCreighton

my.creighton.edu

Quick Links

Academics

Provost

College of Arts + Sciences

7. Scroll to find “[Apply, update or remove a College of Arts and Science Major](#)” or “[Declare, update or remove a College of Arts and Science Minor](#)”

Links Relevant to Arts & Sciences Students

- Academic Honesty Policy
- [Apply, update or remove a College of Arts and Science Major](#)
- Biology 201 & 205 - Coming Soon
- Chemistry 203 & 204 - Coming Soon
- Code of Conduct
- Creighton Connect
- Critical Issues & COM 101 - Coming Soon
- [Declare, update or remove a College of Arts and Science Minor](#)

8. You may also us the following QR code to go directly to the major/minor application.



9. You will be walked through the simple process for applying for a major or declaring a minor.
10. Major application requests are sent to the Department Chair for approval. You will be notified, via email, of your acceptance and the name of your new Academic Advisor.
11. Departments will be notified of minor declarations; however, approvals are not needed to declare a minor so you may or may not receive a confirmation email from the department when declaring a minor. You will see your minor listed in Degree Works.

Powerful Coaching Questions – by Kate Brooks

The Top Four:

1. Miracle question

What would happen if overnight a miracle occurred and you (achieved your goal, solved your problem)?

2. Scaling questions

On a scale of 1-10: how would you rate yourself in...
how important is...?
how much energy do you have...?
how committed are you to...?

3. 24-hour question

What could you do in the **next 24-hours**...?

4. No failure question

If you knew you couldn't fail, what would you do?

“NOW” Questions

- What brings you here today?
- How would you describe your current situation?
- What would you like to get out of today's meeting?
- Describe your three greatest accomplishments.
 - What makes them stand out?
 - What have you learned from them?
- What energized you?
- How are you contributing?
- Who are the key people who support you?
 - Who could help you?
- What situations bring out your best?
- What have you already started to put in place to achieve...?
- What would make your dream come alive now?
- What would you rather have?
- What goals have you been considering?
- What ideas do you have?
- Which is the best idea?
- How do you see this situation?
- What are your options?
- How does that sound to you?
- What does that feel like?

“What if...” Questions (Pondering)

- I wonder what would happen if...?
- What if you had three wishes...?
- If you do or don't do this action what could happen? What are the consequences?
 - How serious would it be if this occurred?
 - How bad/good would it be?
- If things went your way, what would be different?
- Could you treat this as an experiment and see what happens?

Future Questions

- What would you like to achieve in the next (insert time period)?
- What are you going to do differently?
- What would you hope to gain?
- If you were to take one step toward achieving your dream, what would you do?
- What will be different for you afterward?
- What's the ideal outcome?
- What would a good outcome look like?
- Where would you like to be in a year from now?
- How perfect does the solution have to be?
- How much is enough? Good enough?
- How will you feel about this decision when you look back on it in two years?

Action

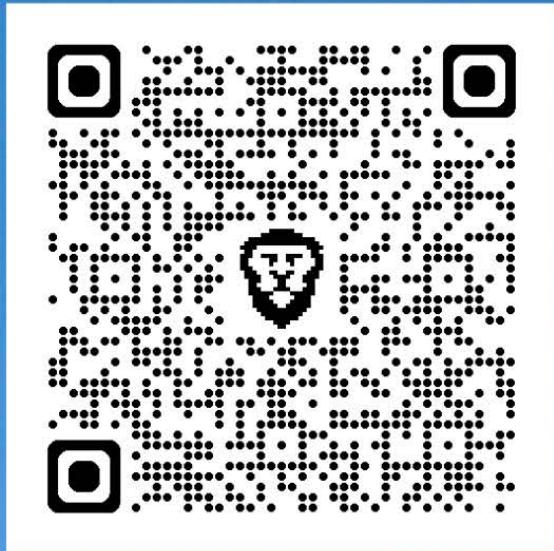
- When will you start?
- What could you do to begin your dream?
- What have you already put into place?
- What small action could you take in the next (insert time frame)?
- What's the next step before we meet again?
- What has to happen for you to begin to get more of what you want?
- If this is really what you want to do, why haven't you started?
- What would be a quick-fix solution? What is a more permanent solution?
- What will put you back in control?

About the Coaching Process

- How would other people be able to tell if our coaching has been successful?
- What do you want to take away from this session?
- Of our coaching sessions work out, what will be different for you?
- What would you really like to do?
- Should we focus on X or Y (insert choices)?
- What are you committed to actually doing?
- What triggered you desire to change?
- What are the most valuable ideas and techniques you've acquired from coaching?
- Acting as a self-coach, how will you maintain and strengthen your gains from coaching?

EXPLORE CAREER OUTCOMES WITH EASE

Scan the QR code!



- **EMPLOYMENT OUTCOMES:
POSITIONS, ORGANIZATIONS,
SALARIES**
- **CONTINUING EDUCATION PLANS:
DEGREES AND SCHOOLS**
- **WHERE OUR GRADUATES GO (MAP
VIEW!)**
- **RESEARCH AND INTERNSHIP
PARTICIPATION**

Services We Offer!

- **YOUR MAJOR & MINOR EXPLORATION**
- **RESUME & COVER LETTER REVIEWS**
- **MOCK INTERVIEWS AND INTERVIEW PREPARATION**
- **PERSONAL STATEMENT REVIEWS**
- **GRADUATE/PROFESSIONAL SCHOOL GUIDANCE**
- **GENERAL CAREER ADVISING**

VISIT US AT THE CAREER CENTER!

Creighton
UNIVERSITY

Student Success
John P. Fahey Career Center



2024



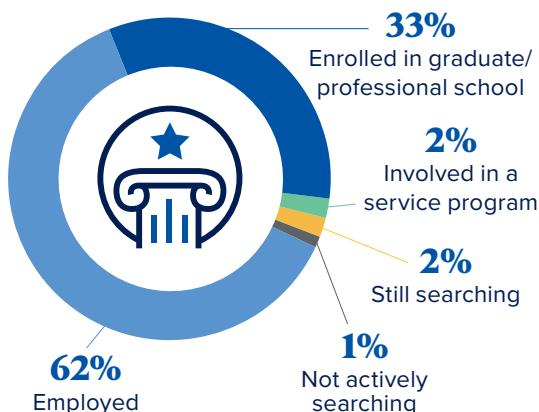
Creighton UNIVERSITY

Career Outcomes

FIRST DESTINATION SURVEY

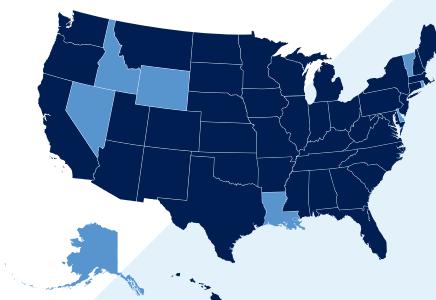

98%
Outcomes Rate

(Within 6 months of graduation, based on an 82% knowledge rate)



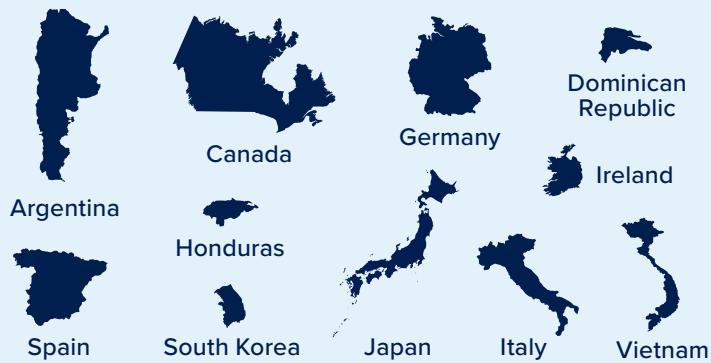

99%
Average Outcomes Rate
over 10 years

OUR GRADUATES FLY FAR



42
States
plus Washington, D.C.

+ 11
Countries



OUR STUDENTS GAIN EXPERIENCE



83% Engaged in
experiential learning
such as an internship or research project

*All College of Nursing Students complete clinical rotations and long-term practicums as part of their coursework.

228

OUR FIRST-GENERATION STUDENTS SUCCEED



100% Outcomes
Rate

(Based on a 85% knowledge rate)

TOP 15 EMPLOYER INDUSTRIES

1. Health Care
2. Financial Services and Insurance
3. Accounting
4. Education
5. Technology & Software
6. Consulting
7. Military and Defense
8. Scientific/Laboratory
9. Advertising, Public Relations and Marketing
10. Sports, Media and Entertainment
11. Non-Profit/NGO
12. Biotech, Pharma and Life Sciences
13. Agriculture and Environmental Services
14. Manufacturing
15. Real Estate

Creighton
UNIVERSITY

NOTABLE INTERNSHIP SITES

3M
 Bank of America
 Berkshire Hathaway Homestate Companies
 BMO Capital Markets
 Boys Town National Research Hospital
 Charles Schwab
 CHI Health
 Children's Nebraska
 Conagra Brands
 CVS Health
 Deloitte
 EY
 Federal Reserve Bank of Kansas City
 Fidelity Investments
 Fiserv

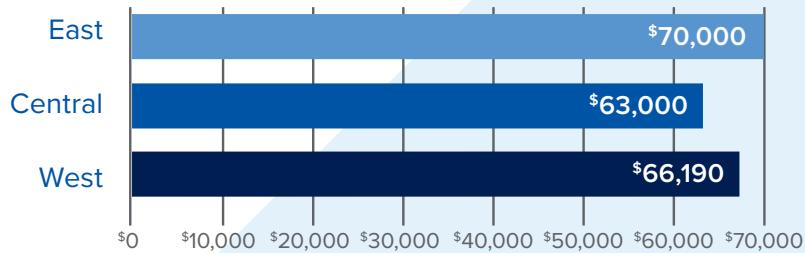
FNBO
 Forvis Mazars
 FTI Consulting
 Gallup
 GE Healthcare
 Goldman Sachs
 Hudl
 Kaiser Permanente
 Kiewit
 KPMG
 Lockheed Martin
 Lutz
 Mayo Clinic
 Medica
 Midwest Laboratories

Mutual of Omaha
 National Indemnity Company
 National Science Foundation
 Nebraska Medicine
 Phoenix Children's Hospital
 Piper Sandler & Co.
 Protiviti
 PwC
 RSM
 Salesforce
 U.S. Bank
 Union Pacific
 United Airlines
 UnitedHealth Group
 Valmont Industries

OUR GRADUATES' EARNINGS

 **\$64,000**
 Median Salary Overall

By Region



College of Arts and Sciences

Median salary overall
 \$42,000

By region

East \$48,000
 Central \$41,350
 West \$42,000

College of Nursing (calculated w/ 36hr work weeks)

Median salary overall
 \$63,648 (\$34/hr)

By region

East \$74,880 (\$40/hr)
 Central \$63,648 (\$34/hr)
 West \$65,520 (\$35/hr)

Heider College of Business

Median salary overall
 \$64,000

By region

East \$73,000
 Central \$63,500
 West \$71,000

[Learn more: creighton.edu](http://creighton.edu)

Creighton University measures the post-graduation career outcomes for its graduating class through first-destination surveys (FDS). The FDS data collection and reporting is managed by Analytics & Institutional Research in collaboration with the John P. Fahey Career Center following the procedures outlined in the NACE Standards and Protocols for Undergraduate First Destination Surveys.

NOTABLE EMPLOYERS



2024



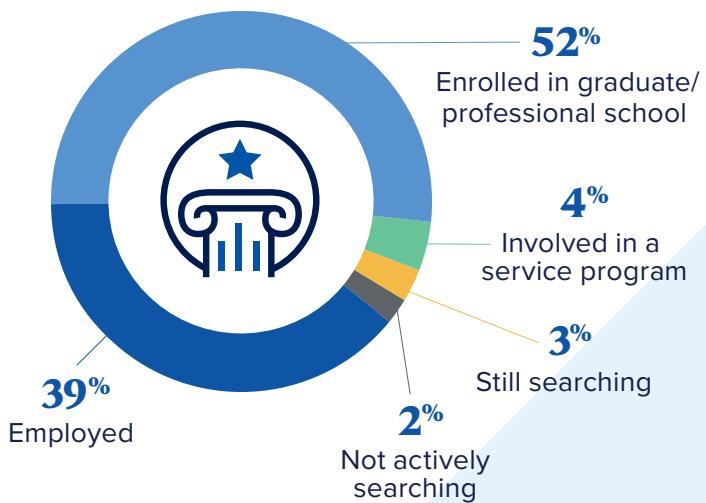
Career Outcomes

Creighton
UNIVERSITY
College of Arts and Sciences

FIRST DESTINATION SURVEY

97% Outcomes Rate

(Within 6 months of graduation, based on an 81% knowledge rate)



OUR STUDENTS GAIN EXPERIENCE



74%

Participated in
experiential learning
such as an internship or research project



49%

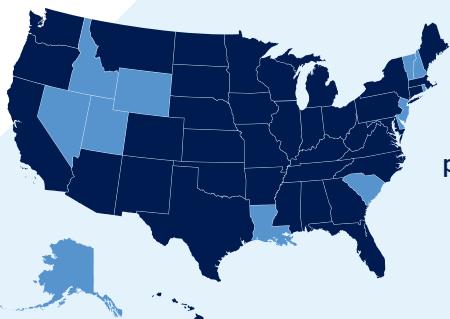
Participated in an internship



51%

Participated in research

OUR GRADUATES FLY FAR



38
States
plus Washington, D.C.

+ 11
Countries



Argentina
Spain



Canada
Honduras
South Korea



Germany
Japan
Italy



Dominican
Republic
Ireland
Vietnam

NOTABLE INTERNSHIP AND RESEARCH SITES

Allianz Life	Hudl	Nebraska Medicine
Allina Health	Interpublic Group of Companies	Omaha Public Schools
Ameriprise Financial	Kaiser Permanente	ProScribe
ATI Physical Therapy	Kiewit	QLI
Berkshire Hathaway Homestate Companies	Koley Jessen P.C., L.L.O	Quantum Workplace
Boys Town National Research Hospital	Leidos	ScribeAmerica
Charles Schwab	Mayo Clinic	The Durham Museum
CHI Health	Midwest Laboratories	Think Whole Person Healthcare
Children's Nebraska	Mosaic	U.S. House of Representatives
CVS Health	Munroe-Meyer Institute	U.S. Senate
Elemental Scientific	National Indemnity Company	U.S. Supreme Court
Fiserv	National Institute of General Medical Sciences	Union Pacific
HTI Labs	National Science Foundation	United Airlines
		University of Hawaii

NOTABLE EMPLOYERS



NOTABLE GRADUATE AND PROFESSIONAL SCHOOLS

Arizona State University	Michigan State University	University of Kansas
Baylor University	Ohio State University	University of Kansas Medical Center
Columbia University	Purdue University	University of Michigan
Creighton University	Tufts University	University of Nebraska - Lincoln
Duke University	University of California: Berkeley	University of Nebraska Medical Center
Georgetown University	University of California: Los Angeles	University of Oregon
Harvard University: Harvard Medical School	University of Colorado	University of Wisconsin - Madison
Marquette University	University of Hawaii at Manoa	Washington University in St. Louis
Mayo Clinic School of Health Sciences	University of Iowa	Xavier University

Learn more: creighton.edu/ccas

Creighton University measures the post-graduation career outcomes for its graduating class through first-destination surveys (FDS). The FDS data collection and reporting is managed by Analytics & Institutional Research in collaboration with the John P. Fahey Career Center following the procedures outlined in the NACE Standards and Protocols for Undergraduate First Destination Surveys.

CREIGHTON NEW STUDENT ORIENTATION

New Student Orientation 2025 Summer Orientation Schedule

*This is a tentative schedule and is subject to change. Last updated 4.23.2025

2025 Summer Preview Dates: 1: June 2-3, 2: June 5-6, 3: June 9-10, 4: June 12-13

Global Scholars will be joining us during Summer Preview Session Two

DAY ONE		
Time and Location	Session	Audience
8:15am-9:00am Harper Rotunda	Check-In and To-Do After checking in and receiving nametags, students can do the following: <ul style="list-style-type: none">- Information Fair- Luggage Check- Immunization and Student Health Education and Compliance- Pick up Student ID Card	Students and Families
8:00am-9:15am Harper Atrium	Information Fair <i>Please have tables set by 7:50 am</i>	Students and Families
9:15am-9:30am Harper Auditorium	Welcome Students and families will be welcomed by New Student Orientation and learn more about the day.	Students and Families
9:30am-9:45am Harper Auditorium	Our Jesuit Identity, Mission and Ministry Hear more about what it means for Creighton to be a Jesuit University	Students and Families
9:45am-10:10am Harper Auditorium	Living at Creighton, Housing and Auxiliary Services, Residential Life Hear from Residential Life and Housing leadership, their Top 10 list of things students and families need to know about living on campus. This will be a combined session for residential and commuter students	Students and Families
10:10am-10:35am	Dollars and Sense, Student Financial Services Learn how to navigate your student account in the TouchNet payment portal, understand your options to pay for college and discover student employment opportunities	Students and Families
10:35am-10:50am	BREAK	Students and Families
10:50am-11:15 am Harper Auditorium	Keys to Success: Summer Edition, Academic Success This session provides practical tools and guidance to help students and families navigate the transition from high school to the Creighton classroom. Learn about resources available from The Success Center along with strategies to maintain perspective and face new academic expectations with confidence!	Students and Families
11:15am	Introduce Student Leaders, Summer Preview Coordinators Meet your Orientation Leader! Students will be dismissed into small groups for the rest of the morning.	Students and Families
11:20am-11:30am	Office of Student and Family Support, Anne DeLuca Learn more about how Creighton supports parents and families.	Families
<i>Students dismissed to small groups for the rest of the afternoon</i>		
Student Program		Family Program
Time and Location	Session	Time and Location
11:30am-12:30pm Various Locations	Lunch for Students Students will eat lunch with their student groups.	11:30am-12:30pm Harper Auditorium
		Family Panel Our Orientation Leaders can help answer your questions and provide a student insight to life on campus.

Student Program		Family Program	
Time and Location	Session	Time and Location	Session
12:30pm-4:30pm Harper Ballrooms	Academic Advising Students will meet with an academic advisor to create a plan for registration.	12:30-1:30pm Brandeis Dining Hall	Lunch Parents and Families are invited to join us for a complimentary lunch at Brandeis Dining Hall.
12:30pm-4:30pm Various Locations	Small Groups Led by their Summer Preview Guides, students will spend time in their small groups getting to know each other and campus.	1:30pm-1:55pm <i>Various Locations</i>	Breakout Session One <ul style="list-style-type: none"> - Student Success - iJay Store - Public Safety, Card Services - Rec + Well - Student Health
		2:00pm-2:25pm <i>Various Locations</i>	Breakout Session Two <ul style="list-style-type: none"> - Student Success - iJay Store - Public Safety, Card Services - Letting Go - Student Health
		2:30pm-2:55pm <i>Various Locations</i>	Breakout Session Three <ul style="list-style-type: none"> - Student Employment, Career Center - Study Abroad - Campus Ministry - Letting Go - Transitioning to a New Community
		3:00pm-3:25pm <i>Various Locations</i>	Breakout Session Four <ul style="list-style-type: none"> - Student Employment, Career Center - Study Abroad - Campus Ministry - Letting Go - Transitioning to a New Community
4:00pm-5:30pm Graves Hall	Hall Check-In and Small Groups Students will bring luggage to Graves and check in to their residence hall for the night.	3:30-4:30pm Harper Atrium	Family Reception Families are invited to join us to meet campus partners and other Bluejay families! Drinks and light appetizers are provided.
5:30pm-6:30pm Brandeis Dining Hall	Dinner Students will eat dinner in their small groups.		
6:30pm-7:30pm Harper Auditorium	Student Panel New students will hear from a panel of Summer Preview Guides about what it means to be a student on campus.		
7:30pm-9:30pm Graves Hall	Late Night Activities Kickball, board games, crafts, ice cream, music, and more!		
<i>End of formal programming for day one</i>			

DAY TWO		
Time and Location	Session	Audience
7:00am-8:30am Brandeis Dining Hall	Res-Hall Check Out and Optional Breakfast Students can bring their luggage back to Harper to store for the day. Brandeis will be open for an optional breakfast.	Students
8:00am-8:45am Harper 2057/2058	First-Generation Student Breakfast First-Generation students and their families are invited to attend a breakfast to learn more about what supports Creighton has for you on your first-generation journey.	First-Generation Students and their Families
8:30am-9:00am Various Locations	Small Groups Students will spend time in their small groups	Students
9:00am-9:05am Harper Auditorium	Opening Reflection Reflection by the Summer Preview Team	Students and Families
9:05am-10:00am Harper Auditorium	Becoming a Bluejay, Student Life Join us for a session to learn how Creighton provides opportunities for students to flourish and grow. You will learn tips and tricks on how to engage our community so that you feel a sense of belonging.	Students and Families
10:00am-10:15am Harper Auditorium	What's Next and Closing, New Student Orientation Hear from New Student Orientation about Welcome Week and how to wrap up your Summer Preview experience.	Students and Families
10:00am-11:30am Harper Atrium	Information Fair <i>Please have tables set by 10:00 am</i>	Students and Families
10:00am-12:00pm Various Locations	Afternoon Activities <ul style="list-style-type: none"> - Housing Tours, Harper Rotunda - Service Project, Harper 2057/58 - Q&A, Harper Atrium 	Students and Families
10:30am-2:30pm Harper Floor 4	Registration Registration Support Rooms will be in the Harper Ballroom by college.	Students

CREIGHTON NEW STUDENT ORIENTATION

New Student Orientation 2025 Summer Orientation Schedule

*This is a tentative schedule and is subject to change. Last updated 4.9.2025

2024 Summer Preview Dates: 1: June 3-4, 2: June 6-7, 3: June 10-11, 4: June 13-14

DAY ONE		
Time and Location	Session	Audience
8:30am-12:00pm Zoom	Academic Advising Students will meet with an academic advisor to create a plan for registration. Academic Advising sessions will be taking place in 30 minute increments from 8:30am-12:00pm. Surrounding advising appointments, students are invited to attend our main session presentations to learn more about life on campus. <u>NOTE: all main session presentations are recorded and shared on the New Student Orientation YouTube channel. Students and families are welcome to watch those at their convenience.</u>	Students
MAIN SESSION PRESENTATIONS		
9:15am-9:30am	Welcome Students and families will be welcomed by New Student Orientation and learn more about the day.	Students and Families
9:30am-9:45am	Our Jesuit Identity, Mission and Ministry Hear more about what it means for Creighton to be a Jesuit University	Students and Families
9:45am-10:10am	Living at Creighton, Housing and Auxiliary Services, Residential Life Hear from Residential Life and Housing leadership, their Top 10 list of things students and families need to know about living on campus. This will be a combined session for residential and commuter students	Students and Families
10:10am-10:35am	Dollars and Sense, Student Financial Services Learn how to navigate your student account in the TouchNet payment portal, understand your options to pay for college and discover student employment opportunities	Students and Families
10:35am-10:50am	BREAK	Students and Families
10:50am-11:15 am	Keys to Success: Summer Edition, Academic Success This session provides practical tools and guidance to help students and families navigate the transition from high school to the Creighton classroom. Learn about resources available from The Success Center along with strategies to maintain perspective and face new academic expectations with confidence!	Students and Families
11:15am	Introduce Student Leaders, Summer Preview Coordinators Meet your Orientation Leader! Students will be dismissed into small groups for the rest of the morning.	Students and Families
11:20am-11:30am	Office of Student and Family Support, Anne DeLuca Learn more about how Creighton supports parents and families.	Families
<i>Required components of Virtual Summer Preview are completed for the Day.</i> <i>Families are invited to watch pre-recorded breakout sessions on the New Student Orientation YouTube page.</i>		

DAY TWO

Students and families are invited to join us for main session presentations in the morning prior to registration.

Time and Location	Session	Audience
9:00am-9:05am	Opening Reflection Reflection by the Summer Preview Team	Students and Families
9:05am-10:00am	Becoming a Bluejay, Student Life Join us for a session to learn how Creighton provides opportunities for students to flourish and grow. You will learn tips and tricks on how to engage our community so that you feel a sense of belonging.	Students and Families
10:00am-10:15am	What's Next and Closing, New Student Orientation Hear from New Student Orientation about Welcome Week and how to wrap up your Summer Preview experience.	Students and Families
10:30am-2:30pm	Registration Registration Support Rooms will be in the Harper Ballroom by college.	Students

SUMMER PREVIEW INFORMATION & ADVISING PROCESS 2025

TIMELINE

May – Students are encouraged to sign-up for Summer Preview, attend a Registration Webinar, take the QANS, and Language Placement Exam prior to Summer Preview.

Mid-May: The Dean's office will receive the list of incoming freshmen from the Admissions Office. Students will be assigned to RSP sections. The Registrar's Office will enroll students in their RSP class.

End of May: Registration and advisor information emailed to incoming students. Advisors are encouraged to send a welcome email (I'll see you at Preview!) to your RSP class. Please copy your Decurion and Peer Leader.

Summer Preview takes place on the following dates:

June 2 & 3, 2025

June 5 & 6, 2025

June 9 & 10, 2025

June 12 & 13, 2025

Details about the Summer Preview 2025 Activities are found here:

<https://www.creighton.edu/student-experience/new-students/summer-preview>

Students are required to attend Summer Preview in person or virtually. Advising will take place at Preview on the following days and times. Lunch will be provided.

Day 1: Advising

Monday, June 2, 2025

Morning

8:30 am – 12:00 pm (virtual)

Afternoon

12:30 – 4:30 pm (Harper Ballroom)

Thursday, June 5, 2025

8:30 am – 12:00 pm (virtual)

12:00 – 4:30 pm (Harper Ballroom)

Monday, June 9, 2025

8:30 am – 12:00 pm (virtual)

12:00 – 4:30 pm (Harper Ballroom)

Thursday, June 12, 2025

8:30 am – 12:00 pm (virtual)

12:00 – 4:30 pm (Harper Ballroom)

Day 2: Registration (in person and virtually)

Tuesday, June 3, 2025

10:30 am – 2:00 pm

Friday, June 6, 2025

10:30 am – 2:00 pm

Tuesday, June 10, 2025

10:30 am – 2:00 pm

Friday, June 13, 2025

10:30 am – 2:00 pm

May 15, 2025: Immunization records are due.

- Students WILL NOT be allowed to register for classes until their immunization records are complete with Student Health.
- Students need to locate and submit immunization records to the [The Birdhouse](#) (Student Health Secure Portal)
- Students WILL NOT receive a room assignment until their immunization records are complete.
- Students may not be allowed to attend Summer Preview if their immunization records are not complete.
- Here is the list of requirements & frequently asked questions:
[Creighton Immunization Requirements](#)

- Email Immunizations@creighton.edu with any questions

June 2-13, 2025: Incoming students register. Please review your students' schedules to make sure they registered for the classes they need. Students should be registered for a minimum of 12.5 credits, but average is 16.5 credits. At least 14.5 is best. Do not hesitate to contact Lisa Brockhoff (402-280-3460) for questions about schedules or to refer students directly to her for help in completing schedules.

June 16-30, 2025: The Dean's Office will continue to contact students who didn't register or are under-registered.

July: Summer Melt

We have had great success in recruiting incoming students thanks to the hard work of faculty and staff across the campus. Each year, however, we have students who decide over the summer not to enroll in Creighton. To prevent this "summer melt," it is very important to maintain contact with students throughout the summer. Personal contact, by you and/or your Decurion and Peer Leader, really helps students feel connected to Creighton.

- Faculty may want to create a email listserv.
- If a student mentions he/she no longer plans to attend Creighton, please notify Anthony Calcagno Anthonycalcagno@creighton.edu or 402-280-2116.

Please email your RPS students in July to help them stay engaged with Creighton. You may want to pose a question and have them reply all. For example, how are you spending your summer? What are you most looking forward to as you begin your freshman year? This will help students begin to get to know each other. Please include your Decurion and Peer Leader.

August

Thursday, August 14, 2025

- RSP New Advisor Breakfast 8:15 – 9:45 am Harper Center
- RSP Advisor Preparation Training, Harper Center, 10:00 am – 11:45 am
- RSP Welcome Luncheon with Decurion and Peer Leader, Harper Ballroom
12:00 pm – 2:00 pm

Saturday, August 16, 2025: Parent/Student Meetings - RSP Advisors meet with the parents/families of their students for approximately 1 hour in the afternoon (3:00 – 4:00 pm). Following that, RSP Advisors, Decurions, and Peer Leaders meet with the students in their RSP section for their first class (4:15 – 5:15 pm).

Monday, August 18, 2025 (10:00 am): RSP Advisors participate in the Creighton Pathway at 10 am in front of St. John's, walking to the Academic Convocation in the Ryan Center. Afterwards, the Academic Picnic follows at the soccer stadium.

Advising Process

- Disarm (see Appreciative Advising information)
Introduce yourself and explain your role as a RSP Advisor who will serve as the student's academic advisor in the first year and until the student is accepted into a major. Emphasize that you want to help the student build a good, balanced schedule and have a successful academic transition to Creighton.
 - Students are overwhelmed and nervous.
 - Create a warm and welcoming environment.
 - Don't say "I'm new at this." 😊
- Ask about the student's general academic interests at this point.
 - Confirm students' interest(s) and intended major.
 - Information on the Advisor form is "intended major" when student applied to Creighton.
 - Student may have changed their mind.
- Review Magis Core Checklist
 - Explain each area (Contemporary Comp, Critical Issues, etc.) is a category and there are options under each category.
- When is RSP class?
 - Ask student to record RSP class time on schedule planner.
- Is the student in TSC 120?
 - Record on schedule planner.
- Does student have AP or dual credit?
 - If yes, don't schedule the class (Psychology, math, etc.).
- Is the student a Pre-health major?
 - Pre-health – what field? (Med, Dent, Pharm, PT, PA, OT, Vet, Optometry, etc.?).
 - Biology & Chemistry (possible exceptions OT, depends on major).
 - CHM 203/204 eligible or CHM 102?
- Can a student be introduced to their potential major through a Magis Core class?
 - English, Psychology, Graphic Design, Education, Social Work, Art, Political Science, History, etc.
- Did student take language placement exam?
 - Where did he/she place? (111, 112, 225, etc.).

- Is the student in Freshman Leadership Program?
 - FLP students will take LDR 220: Ignatian Leadership, Ethics and Reflection (3 credits) in the SPRING.
 - FLP Seminar Tuesday 7:00 – 9:00 pm (record on schedule planner)
- Record the suggested courses on the Student Advising Form. If the student is virtual, email the advising form to the student and the schedule builder.
- If the student is in person escort him/her to the Schedule Building Room and introduce him/her to a faculty volunteer. If the student is virtual, direct the student back to the main Zoom room.
- Remind the student that no schedule is perfect! Remind students that they can make changes to their schedule. The last day to add a class is Monday, August 25, 2025 and the last day to drop a class is Thursday, August 28, 2025.
- Remind students the schedule should be about 14.5-16.5 credits, with a balance of Core and “major” courses, with ample time between classes, with limited evening classes (maximum of one suggested), and without classes that meet just once a week. Courses should be balanced throughout the week with some classes meeting MWF and some classes on TR.
- Registration will take place in the Harper Center on Day 2.

SCHEDULING BASICS 2025 - 2026

REGISTRATION

Registration information will be sent to students sometime near the end of May. In addition to information contained in the e-mail, students will be directed to several websites containing registration, core curriculum, and schedule information. Students are also asked to participate in a Registration Webinar prior to Summer Preview.

Summer Preview

<https://www.creighton.edu/student-experience/new-students/summer-preview>

Students will register in person or virtually during Summer Preview. Students registered for Summer Preview will meet with their RSP Advisor on the first day of Preview and receive their PINs at that meeting. Registration will occur for these students on the 2nd day of the preview. Summer Preview dates are:

- **June 2 - 3, 2025 – Summer Preview 1**
- **June 5 - 6, 2025 – Summer Preview 2**
- **June 9 - 10, 2025 – Summer Preview 3**
- **June 12 - 13, 2025 – Summer Preview 4**

Students will be able to access the registration system for 24 hours from the time of their initial appointment. After all students have had an opportunity to register, all PINs will be re-activated on July 9, 2025 for the drop-add period.

Students can add classes through Monday, August 25, 2025 and drop classes through Thursday, August 28, 2025 through the NEST. They do not need advisor permission to make these changes, although it is always a good idea to consult with an advisor before making changes. If students are trying to add classes that are closed or for which they do not have the appropriate prerequisites, they need to seek an override from the department offering the course they hope to add. Students can withdraw from a class (with the grade of W) through Thursday, November 6, 2025 with advisor's permission.

Magis Core Curriculum

<https://www.creighton.edu/about/why-creighton/magis-core-curriculum>

BUILDING SCHEDULES

Typically, incoming students are full-time. Their schedules should:

- have between 12.5-17.5 credit hours; 12.5 is the minimum for full-time status and 17.5 is the maximum. **Typically, students register for 14.5 - 16.5 their first semester.**
- **average 16 credits per semester** (this builds towards graduation in 8 semesters)
- contain Magis Core courses and/or courses to prepare for a major or pre-professional interests
- contain the appropriate math and science course, if applicable, based on ACT/SAT scores and interests
- contain typically four or five courses
- contain a balance of disciplines and difficulties
- not have too many classes back-to-back
- allow enough time to travel between classes

Additional scheduling notes:

- Students should plan on completing the Foundations tier, with the possible exception of math, of the Magis Core in the first year: ENG 150; PHL 111-118; and THL 110-112; and Critical Issues/Oral Communications. Many students will also take science during the first year. Math may be completed in the first or second year.

- Students may take PHL and THL Foundations courses in the same semester if they wish. However, it is common for students to take one class in the fall and one class in the spring.
- Students are pre-registered for RSP 101, 104, or 105; students cannot change or withdraw from RSP sections.
- **TSC 120 Strategies for Academic Success**, is required for some incoming students based upon their high school record. Additional information is in this section of binder. Contact Jeremy Graney with questions, jeremygraney@creighton.edu.
- Students should avoid night classes or classes that meet only once a week until they have honed their time-management skills; if students need to take night classes, try to limit it to one.
- Students may select electives such as physical education courses and music lessons; music lessons often have extra fees attached.
- **Students should NOT register for classes if they anticipate receiving credit for these classes through AP, IB, CLEP, A-Levels, dual-credit, or transfer credit;** this credit should be posted to their Creighton transcript later in the summer.

To advise students through the registration process, you will receive a spreadsheet of your students' names, Net IDs, intended major and professional interests. The QUANS determines the specific math and chemistry courses students may take. Exceptions and overrides are rare for these courses.

SPECIFIC SCHEDULING QUESTIONS: LANGUAGES

Students who have taken French, German, or Spanish and who wish to pursue them at Creighton must take the **Placement Exam** online to determine which Creighton class they should take. Results from the placement test are sent to the student within two -three business days. Questions about language level should be addressed to Dr. Jose McClanahan. The Magis Core requirement in language is that all students must complete the **112/110** course in a language by taking the course, by AP/IB/transfer credit, or by showing competency. See below and separate information sheet in this section of binder.

If students want to “**test out of**” the language requirement in French, German, and Spanish, then they take the **Competency Exam**.

Students can get additional Information about the placement and competency exam, and access the exams using the below link:

<https://www.creighton.edu/ccasdepartment/modernlanguages/placementcompetencyexam/>

Questions about the Competency Exam should be directed to Modern Language Department x2508, Dr. Jose McClanahan (x3868), or Lisa Brockhoff (x3460). The Competency Exam does not earn credit for a student; but does fulfill the CCAS Magis Core language requirement.

Questions about placement in or testing out of other languages should be directed to:

- Chinese: Ms. Gloria Liu (glorialiu@creighton.edu)
- Greek, Latin, or Arabic: Dr. Martha Habash marthahabash@creighton.edu
- Italian: Dr. Frederique Sevet-Collier(frederoqiesevetcollier@creighton.edu)
- Japanese: Emiko Unno emikounno@creighton.edu

Questions about competency in a language NOT taught at Creighton should be directed to the
Dean's Office.

(Continued on the next page)

SPECIFIC SCHEDULING QUESTIONS: MATH

Math will be determined by the QANS, ACT/SAT score, and/or conversation with Math professors.

CALCULUS, MTH 245 (4 Credits)

Students planning on a **major in the physical sciences** (biochemistry, chemistry, data science, physics, math, or pre-engineering) need to take calculus for their curricula. For most of these students, their first math course will be MTH 245 (Calculus I) or MTH 246 (Calculus II). Math, Physics, and pre-engineering students should be taking a math class their first semester. Chemistry majors and Pre-health students typically do not take math their first semester. It is very important for students interested in pre-engineering to take math their first semester.

There is no official pre-requisite for Math 245, but based on historical data, students with Math ACT scores below a 26 (or below a 620 on the SAT Math) have had a very high failure rate. Calculus courses assume that the student has a good working knowledge of pre-calculus mathematics. If a student did not gain (and retain) this in high school and/or their ACT or SAT math score does not demonstrate sufficient competency in algebra and trigonometry, student should consult with the Math department to decide their best option, before taking MTH 231 or 245. Students may want to consider taking a pre-calculus class, from another institution, during the summer. Students with questions/concerns about this should email Nathan Pennington nathanpennington@creighton.edu.

CALCULUS FOR THE BIOLOGICAL SCIENCES, MTH 231 (3 Credits)

Students planning on a **major in the biological sciences and/or pursuing pre-health** (medicine, dentistry, pharmacy, pre-optometry.) **preparations** generally take MTH 231. Math 231 is preferred for Pre-PT students. This course is a version of calculus for the life sciences with some additional topics. Some health professional schools require calculus, many do not. If students scored below a 24 on ACT math or below 580 on SAT quantitative, or based on QANS score do not qualify for CHEM 102, they should strongly consider taking a precalculus or trig course to prepare for MTH 231.

MATHEMATICS FOR THE MODERN WORLD, MTH 205 (2 Credits)

Students planning on a **major in the social sciences (except Economics) or humanities and who are not pre-health** should take MTH 205 in their freshman year at Creighton. Students that are interested in graduate school in the social sciences may want to take MTH 245 instead.

Students pursuing pre-health science preparation may take MTH 205, if the health professional schools to which they will apply do not require calculus, but **MTH 231 is recommended.** The Majority of Pre-OT students take MTH 205.

If a student is still uncertain in which course to enroll, they should take the QANS assessment test and contact Dr. Nathan Pennington to discuss results.

Note: CCAS students should *not* take MTH 141 or MTH 161 (only Heider College of Business students take these courses)

Contact Dr. Nathan Pennington NathanPennington@creighton.edu or 402-280-3338 with questions regarding math.

SPECIFIC SCHEDULING QUESTIONS: BIOLOGY

Freshmen can register for BIO 201/205 in the fall. This will allow students who are planning to major in biology and/or prepare for the health sciences to have enough time to plan for upper-level courses in biology now strongly recommended for testing (such as the MCAT) and professional school admissions. There is no ACT/SAT minimum for BIO 201/205. **Lecture and lab sections are “linked.”** For second semester, some chemistry is required for BIO 202. Students not taking CHM 203 in the fall should take CHM 102.

SPECIFIC SCHEDULING QUESTIONS: PHYSICS & 3-2 ENGINEERING

Pre-health science students (pre-medical, pre-dental, pre-optometry, pre-PT), **exercise science and biology majors** are encouraged to take the PHY 201/202 General Physics for the Life Sciences sequences, with the common General Physics lab sequences PHY 205/206. (Note: Pre-Dental students do not need General Physics completed before taking the Dental Admissions Test, but it is required for dental school admission. These courses are pre-calculus (algebra and trigonometry)-based and are *typically* taken in the sophomore or junior years. There will be an increased emphasis on physics as it applies to the health sciences in this course. Although there is no formal mathematics pre-requisite for algebra-based physics, the course assumes that students have a working knowledge of algebra, trigonometry, and geometry. A math skills diagnostic exam will be given during the first week of class. High school pre-calculus/trigonometry is the appropriate preparation for PHY 201/205 and 202/206. Although PHY 201/202 will be algebra-based, these courses will be as rigorous and as challenging as physics as any other physics course.

Physical science majors (Chemistry, Biochemistry, Physics) and **Math** majors are encouraged to take the calculus-based PHY 213/214 sequence, along with the common General Physics lab sequence PHY 205/206. (Physics and 3-2 pre-engineering majors are encouraged to take the Project Physics Lab Sequence PHY 223/224. Math 245 is a co-requisite for PHY 213. Students who have AP calculus credit are encouraged to take MTH 246 (Calculus II) with PHY 213 in the fall. Calculus will be used throughout the course. Most students considering Biochemistry or Chemistry major should take General Physics in the Sophomore Fall.

3-2 ENGINEERING

3-2 engineering students need to be carefully and closely advised to make sure they can complete their intended Creighton major and the Magis Core before transferring to Washington University. 3-2 students who intended to major in **physics** (Applied Physics and pre-engineering) should take the calculus-based PHY 213/214 sequence along with the physics project labs PHY 223/224. Calc I (MTH 245) is a co-requisite for PHY 213 and should be taken concurrently with PHY 213 in the first semester. 3-2 students who will major in **computer science or mathematics or chemistry** should take PHY 213/214 + labs in their sophomore year. Chemistry students should take CHM 203+204/205+206 lecture and lab sequence in their first year. Other 3-2 students are only required to take a single semester of general chemistry. All potential 3-2 students should meet with Dr. Janet Seger in the physics department (our 3-2 program liaison) as soon as possible.

SPECIFIC SCHEDULING QUESTIONS: CHEMISTRY

All students who need to register for a chemistry course must take the QANS (Quantitative Assessment for New Students) as this assessment will inform course placement. This assessment must be taken no later than one week prior to the start of Summer Preview to ensure results are received in time for appropriate advising. The QANS replaces the previous use of Math ACT scores. Link to QANS:

<https://www.creighton.edu/student-experience/new-students/new-student-and-family-assessments>

Results for the QANS will allow General Chemistry faculty to advise students in three main themes:

- The student is prepared to take General Chemistry I lecture and lab (CHM 203/204).
- The student will be best served by taking Introductory General Chemistry 1 (CHM 102). CHM 102 does not have an associated laboratory.

The student needs to discuss their registration with Department of Chemistry and Biochemistry faculty during Summer Preview

Students who achieve the benchmark score or greater on the QANS will be advised they may register for CHM 203/CHM 204, and the QANS prerequisite will be satisfied.

Note: Students registering for CHM 203 and CHM 204 must enter the CRNs for both courses on the same registration page, and the sections must match. ex: CHM 203A with CHM 204AA.

Students who do not achieve the benchmark score may either enroll in CHM 102 (Introductory General Chemistry 1) or seek additional guidance from the General Chemistry faculty regarding registration for CHM courses.

A Department representative will be present at each summer preview session for registration advising. Students registering outside of Summer Preview who need additional guidance should email DawnSchaefer-Monahan@creighton.edu. A faculty member from the Department of Chemistry and Biochemistry will follow up with the student.

For students who register for CHM 102 in the fall of their freshman year:

- The second course in the sequence is CHM 202, which is offered Spring semester. CHM 204, Gen Chem I lab, is corequisite.
- The chemistry department offers General Chemistry II (CHM 205) every semester with the corequisite lab (CHM 206). Students may take this in the fall of their sophomore year.
- General Chemistry II (CHM 205) and the lab (CHM 206) are also offered in the summer.

The following sequence is recommended for students who register for CHM 102:

- **Fall, 1st year:** CHM 102.
- **Spring, 1st year:** CHM 202 and CHM 204, if CHM 102 was completed successfully.
- **Fall, 2nd year:** CHM 205 and 206, MTH 231 or MTH 245. If Physics is required for your program, it might be appropriate to start Physics now.
- **Spring, 2nd year:** PHY 201 and 205 (if not taken in Fall) or PHY 202 and 206
- **Fall, 3rd year:** CHM 321 and 322 (Organic Chemistry I), if required for your program
- **Spring, 3rd year:** CHM 323 and 324 (Organic Chemistry II) and CHM 371 (Biochemistry), if relevant for your program and/or with instructor consent.

Some students may want to take General Chemistry II (CHM 205 and 206) in the summer following their first year, if CHM 202 and 204 went well. If so, they could then take Organic Chemistry in the 2nd year.

Please note that Organic Chemistry I is only offered in the fall semester and summer and Organic Chemistry II is only offered in the spring semester and summer.

SPECIAL CONSIDERATIONS: PRE-HEALTH

Creighton has a long, distinguished tradition of successfully preparing students for the health professions. Students with an interest in these professions are very strongly encouraged to participate in the appropriate **Center for Advising Resources & Support (CARS)** Pre-Professional Community for their field so they learn about academic preparation, career discernment/development, and the competitive application process. Information about these seminars will be presented to students (and advisors) by the CARS staff. Pre-Pharmacy, Pre-Occupational Therapy, and Pre- Physical Therapy students are encouraged to take **PHLC 100** in the fall of their first year. All other CARS Learning Communities begin in the sophomore year.

As a group, it is important to advise these students to be very careful about accepting credits (by tests or transfer) for foundational science courses such as CHM 203/204, CHM 205/206, BIO 201/205, and BIO 202/206. Professional schools may not accept credit from these sources and/or students may not be adequately prepared for upper-level science courses at Creighton. Currently most chemistry and biology course credit awarded for AP or dual credit is listed as CHM 199 or BIO 199 so students can receive science elective credit without affecting their ability to register for General Chemistry and/or General Biology at Creighton.

Note that **Pre-Occupational Therapy** students do not need as much science as do most other pre-health students; many of their prerequisite courses vary by institution. See the Pre-OT 4-Year Plan (Plans of Study tab) **and** Pre-OT 2-Year plan (Pre-Health Advising tab) in the RSP Binder for scheduling options.

Note that students interested in **Pre-Physician Assistant** should start in the freshman year with General Biology and General Chemistry (if eligible). Pre-Physician Assistant students will not normally need General Physics, but will need to plan on taking courses in human anatomy and human physiology (various options at Creighton).

SPECIAL CONSIDERATIONS: PRE-LAW

Students with a general interest in law can pursue the major of their choice. They are strongly encouraged to participate in the PLAW seminars to learn more about the profession and the law school application process. Students thinking about the new 3-3 Combined Law Program need to finish all core and major requirements in three years and are thus very, very strongly encouraged to participate in the PLAW seminar. Academic majors participating in the 3-3 Program have plans of study available for students and designated major advisors. For more details, contact Scott Hendrickson: scott.hendrickson@creighton.edu or the Pre-Law advisor in CARS and see <https://www.creighton.edu/academics/programs/arts-sciences-3-3-law>

SPECIAL CONSIDERATIONS: STUDENT-ATHLETES

Creighton student-athletes are randomly placed in RSP sections. Student-athletes also meet with an advisor in the Athletics Department about their academic progress and eligibility. Generally, student-athletes must maintain full-time status. For questions, contact Lisa Chipp: lbchipp@creighton.edu.

SPECIAL CONSIDERATIONS: ROTC

Creighton students may participate in Creighton's Army ROTC or UNO's Air Force ROTC programs. Students work with advisors in these programs to learn about requirements and draft four-year plans for degree completions. Students have many course and training responsibilities that they need to keep in mind when building their schedules. General information can be found here: <https://www.creighton.edu/groups/armyrotc>. (continued on the next page)

SPECIAL CONSIDERATIONS: INTERNATIONAL STUDENTS

International students may have particular questions and issues ranging from academic preparedness to cultural transitions. Contact Krista Cupich Wingender, Director of International Student and Scholar Services, x1823, kmc39384@creighton.edu .

SPECIAL CONSIDERATIONS: HONORS, DEAN'S FELLOWS, SSS, TRANSFERS, and STUDENT ACCESSIBILITY SERVICES

- Students accepted to the Honors Program will be registered in four sections of RSP 104. Questions about the Honors Program (sometimes students ask about applying once they arrive at Creighton) should be directed to Dr. Jeffrey Hause (Jeffrey.Hause@creighton.edu).

- The Dean's Fellows Program will have students in three sections of RSP 101. Questions about the Fellows should be directed to Dr. Bridget Keegan (bmkeegan@creighton.edu), or Dr. Molly Loesche (mollyloesche@creighton.edu)
- Some students will be participating in Student Support Services programs. Questions should be directed to Shirleena Terrell (ShirleenaTerrell@creighton.edu). Program and eligibility information is available: <http://www.creighton.edu/trio/studentsupportservices/>
- Transfer students are enrolled in RSP 105. Questions about transfer students and transfer credit in general should be directed to Gerry Kuhlman (gkuhlman@creighton.edu)
- Student Accessibility Services - It may or may not come up in conversation, but students who need any kind of accommodation should contact Student Accessibility Services, • 402-280-2195 or <https://www.creighton.edu/student-success/student-accessibility-services>.

SPECIAL CONSIDERATIONS: FRESHMEN LEADERSHIP PROGRAM AND CORTINA COMMUNITY

- **Freshmen Leadership Program (FLP)**
 - FLP students will take LDR 220: Ignatian Leadership, Ethics and Reflection (3 credits) in the **SPRING 2026**.
 - FLP Seminar: Tuesday, 7:00 – 9:00 pm, **FLP students cannot register for a Tuesday night class**
- **Cortina is a sophomore program.** If a student is interested in Cortina in the future they should register for Philosophical Ideas and The Christian Tradition during their freshman year. Sophomore Cortina students will register for PHL 271 (Ethics) and THL 217 (The Biblical Tradition).

REVIEWING SCHEDULES

The CAS Dean's Office will run reports to verify that students have registered, and that they have between 12.5-17.5 hours. Remember that students need to **average 16 credits per semester** to be able to graduate in eight semesters. We will notify advisors if their students have not registered or if they do not have an appropriate number of credit hours. It is also important for advisors to review the schedules of their students individually before the end of June and then contact students as necessary.

How to Search for Courses in the NEST

The **Course Schedule** lists courses offered during a specific term, with instructor, meeting times, location, etc.

1. Go to the **NEST** (thenest2.creighton.edu) and click the “Schedule of Courses” button.
2. Click “Students” tab
3. Scroll down to “Students – Registration”
4. Select the term you want to search (Fall 2025) from the drop-down menu.
 - **NOTE:** Academic Term 2024-2025 includes only year-long learning communities and Interprofessional Passport courses.
5. On “Browse Classes” page, search for classes by **subject** or **attribute**.
 - Search examples:
 - **Subject:** Click in the Subject box to display a full list. OR type the first 2-3 letters of the subject to display options, then click the one you want.
 - If you know the course number you can enter it (e.g. BIO 201, CHM 203, etc.)
 - **Attribute:** Use this to find courses that meet Magis Core requirements (Christian Tradition, Critical Issues, etc.). Magis Core classes are listed by category. Select a Magis Core class from the drop down menu and click “search”. The classes listed meet the Magis Core requirement.

IMPORTANT NOTE:

When searching by subject or attribute, be sure to scroll to the bottom of the page and change the “10 per page” rule to “50 per page” to see all the course listings. You may also need to look at multiple pages to see all the courses.

Registering for Classes in the NEST

1. Go to the NEST (thenest2.creighton.edu)
2. Click on the “Students” tab
3. Scroll down to “Students – Registration” and click “Register for Classes”
4. Select a term (Fall 2025) from the **Terms Open for Registration** drop-down list.
5. Enter your **Registration PIN**, and click **Continue**.
6. Click on the “Enter CRNs” tab
7. Enter a CRN and add more **CRNs** as needed.
8. When all the CRNs are entered, click **Add to Summary**.
9. Click “**Submit**” to finalize registration.

College of Arts and Sciences Schedule Planner

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Alternate Courses			
						CRN	Course number	Day	Time
8:00 - 9:15 am									
9:30 - 10:45 am									
11:00 - 12:15 pm									
12:30 - 1:45 pm									
2:00 - 3:15 pm									
3:30 - 4:45 pm									
Evening Classes									

Net ID _____

Advisor name _____

RSP Section _____

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NEST: Add/Drop Classes

Class Shopping Cart

CRNs:

Class:

Welcome to the Department of Modern Languages and Literatures

Explore the links to the left to find out more about the department and its language programs.

Mailing Address:

2500 California Plaza Phone: (402) 280-2508 (Main Office)
Omaha, NE 68178 USA

Exam to Place into a Language (French/German/Spanish):

If you are continuing on in French, German, or Spanish from high school, you should start by taking the placement exam; see instructions at

<https://www.creighton.edu/ccasdepartment/modernlanguages/placementcompetencyexam/>

Competency Exam to Test out of a Language (French/German/Spanish):

If you would like to test out of the language requirement in French, German, or Spanish, you can take the competency exam. Please contact the Department Office at 402-280-2508 with any questions.

Placing into/Testing out of Other Languages offered in the MLL Department (Chinese/Italian/Japanese):

If you plan to take Italian, or Japanese, the professor of that language can assist you; alternatively, they can also work with you on a competency exam.

Chinese: Gloria Liu (glorialiu@creighton.edu)

Italian: Dr. F. Sevet-Collier (frederiquesevetcollier@creighton.edu)

Japanese: Ms. Emiko Unno (EmikoUnno@creighton.edu)

Testing out of Other Languages NOT offered in the MLL Department:

If you want to test out of a language that is not offered in our department because of language-study coursework that you have taken elsewhere, you will need to do this through the College of Arts and Sciences Dean's Office; we cannot waive requirements for languages we do not offer.

Why learn another language?

Knowing other languages brings opportunities. Click [here \(PDF\)](#) or (HTML) for more information

[Apply to Creighton](#)

[Contact Information](#)

main office: 402.280.2508

Administrative Assistant:

Katherine Cortese

katherinecortese@creighton.edu

Chair:

Dr. José McClanahan

HCCA 111-B

402.280.3868

jose@creighton.edu

Languages offered in MLL:

Major/Minor

- French
- German
- Spanish

Magis Core courses

- Italian
- Japanese
- Chinese



Language Placement for Incoming Freshmen, 2025
Information for Faculty Advisors
Contact: José McClanahan (ext. 3868, jose@creighton.edu)

All incoming freshman students who are interested in continuing their study of **French, German, or Spanish** that they started in High School **will take the placement exam** to help place them at the appropriate level of the language. For all other languages, please consult the RSP Instructor handbook.

José McClanahan will supervise the process and Ms. Katherine Cortese (ext. 2508 or katherinecortese@creighton.edu) will assist.

- The exam is a well-tested online instrument. The exam can take anywhere from ten to fifteen minutes, depending on the level of the student. It is an adaptive exam. Please advise students to take the exam seriously and to allow for the necessary time.
- Students will only be allowed to take the placement exam **one time**. They are not allowed to use outside resources when taking the exam.
- After the student takes the exam, the student and the Dean's office will be notified of the placement recommendation via their **Creighton email account**. Students should be alerted that the results may not be available for 24-48 hours after the exam is taken because scores are manually entered. Students should take that into account when planning when to take the exam. Students can take the exam in more than one of the offered languages if they wish to study more than one at Creighton.
- The placement recommendation may be for any level from 111 to 300-level. In spite of possible advanced placement by a student, the exam will NOT be used as a "test-out" exam. In order to satisfy the foreign language requirement, students will still need to take the French, German, or Spanish **competency** exam as in the past (This is a paper/pencil exam). The dates for the competency exam are yet to be determined but most likely before the start of classes in August during welcome week. Students may contact the Modern Languages and Literatures (ext. 2508) for instructions.

Here's the process, with approximate dates:

- New students will be able to take the placement exam at any time after May 1st. They should go to the MLL placement test info web page (link immediately following) and follow the instructions to request a link to the placement tests.
<https://www.creighton.edu/ccasdepartment/modernlanguages/placementcompetencyexam/> . (The link is also being sent directly to the students in an e-mail from Admissions.)
- Once students have input their student information, including NetID, they receive instructions for taking the online exam.
- Once students take the exam. MLL will send out an automated email to the student with the recommended placement. An e-mail copy will be sent to the Dean's office as well. It can take 24-48 hours to receive the results. Students will NOT receive their placement via the actual placement exam and should NOT re-log in to look for it. In the email that is sent out to students, it will only receive the placement recommendation. Any questions about the placement scores can be directed to Katherine or José. *Note: If a student takes*

the exam over the weekend, he/she will not receive any results until the following Monday.

- Please also note that all students must successfully complete the 112 (course) and 110 (lab) in any language to fulfill the Foreign Language requirement of the Magis Core. For students who plan on continuing their study of French, German, or Spanish that they started in high school, it is in their best interest to take the placement exam seriously and advance to the course which is most appropriate for them and will help them in their continued study.

Japanese placement, please contact Ms. Emiko Unno (emikounno@creighton.edu)

Italian Placement, please contact Dr. Frédérique Sevet-Collier

(frederique.sevet-collier@creighton.edu)

Chinese Placement, please contact Ms. Gloria Liu (gloria.liu@creighton.edu)

For Classical Languages (Greek, Latin, or Arabic), students should contact Dr. Martha Habash regarding placement in CANES.

More information about Language placement (2025) for Spanish, French, and German*

If students have questions about their language placement you might want to talk with them about the specific skills covered in each level. Remind them that college expectations are much higher than the expectations at most high schools. The MLL department has provided the following (very rough) outline of skills mastered at each level in the Spanish, French and German sequences. If a student believes they are ready for a level not indicated by the exam, please discuss with them the skills needed for that level, as outlined below. Also remind the student that there is cultural information presented (and required for successful completion) appropriate to the level.

Spanish Learning Objectives (*does not include cultural information which is also taught*):

SPN 111

- Oral and written form (conjugate correctly) of the present tense including irregular verbs
- Oral and written form that demonstrates the understanding of the differences between SER/ESTAR (“to be” verbs)
- Oral and written forms of numbers 0-1 million
- Oral and written forms Direct Object Pronouns
- Oral and written forms of Present Progressive
- Oral and written forms of descriptive and possessive adjectives
- Oral and written forms of telling time
- Oral and written form of asking questions correctly
- Vocabulary about: the classroom, Academic life, the family, descriptions, favorite past-times, sports, travel, seasons, weather, months, days, etc.

SPN 112

- Oral and written form that demonstrates the understanding of the differences between SABER/CONOCER (“to know” verbs)
- Oral and written form of the Preterit tense in regular and irregular forms
- Oral and written form of reflexive verbs
- Oral and written form of verbs like “gustar”
- Oral and written form of double object pronouns
- Oral and written form of comparisons
- Oral and written form of the imperfect tense
- Oral and written form of the differences between the preterit and imperfect tense
- Oral and written forms of constructions with “se”
- Oral and written forms of adverbs
- Oral and written form of familiar commands
- Oral and written form using “por” and “para”
- Vocabulary about: Clothing, Shopping, Daily Routine, Personal Hygiene, Expressions of time, Food, Food descriptions, Parties and Celebrations, Personal Relationships, Health and Basic Medical Terms, Home Electronics and the Car.

SPN 225

- Oral and written form of formal commands (singular and plural)
- Oral and written form of present subjunctive tenses (including regular and irregular verbs)
- Oral and written form of past participles
- Oral and written form of the present and past perfect tenses
- Oral and written form of the present/past subjunctive perfect tense
- Oral and written form of the future tense
- Oral and written form of the conditional tense
- Oral and written form of the future and conditional perfect tenses
- Oral and written form of the present and past “if” clauses
- Vocabulary about: House, Household chores, Nature, the Environment, City life, Daily chores, Money and Banking, Health and Well-being, Nutrition, Professions and the Work place, Job interviews, the Arts, Movies, Television, Current Events, and the Media.

* For Italian, Japanese or Chinese (Mandarin), please consult the instructors for these courses.

FRENCH Learning Objectives:

FRN 111

- Oral and written forms nouns and articles
- Oral and written form of the highly irregular verbs *être, avoir, aller, faire*
- Oral and written forms of numbers 0-1 million
- Oral and written forms adjective agreement
- Oral and written forms of present tense –er and –ir verbs (regular and irregular)
- Oral and written forms of descriptive and possessive adjectives
- Oral and written forms of telling time
- Oral and written form of asking questions correctly
- Oral and written form of prepositions of location
- Oral and written form of the partitive article
- Vocabulary about: beginning conversation, the classroom, Academic life, the family, descriptions, city life, café food, favorite pastimes, sports, seasons, weather, months, days, etc.

FRN 112

- Oral and written form of demonstrative adjectives
- Oral and written form of the passé composé with *avoir* and *être*; passé composé of reflexive verbs
- Oral and written form of indirect and direct object pronouns; using both in a sentence; the pronouns *y* and *en*
- Oral and written form of regular and irregular –re verbs
- Oral and written form of adverbs
- Oral and written form of the imperative
- Oral and written form of the imperfect; distinguishing between the passé composé and the imperfect
- Oral and written form demonstrating the understanding of the difference between *savoir* and *connaître* (“to know” verbs)
- Oral and written form of the passé recent
- Oral and written form of irregular verbs *devoir, vouloir, pouvoir*
- Oral and written form of comparatives and superlatives of adjectives and adverbs
- Oral and written form of reflexive verbs
- Vocabulary about: Parties, Clothing, Travel and hotels, Household appliances and chores, Food and restaurant tables, Daily routine, Ailments and medical terms.

FRN 225

- Oral and written form of prepositions with infinitives
- Oral and written form of reciprocal reflexive verbs
- Oral and written form of irregular verbs: *ouvrir, offrir, voir, croire, recevoir, apercevoir*
- Oral and written form of the conditional tense; “if” clauses
- Oral and written form of negative and affirmative expressions
- Oral and written form of the future tense
- Oral and written form of interrogative pronouns
- Oral and written form of relative pronouns
- Oral and written form of demonstrative pronouns
- Oral and written form of the subjunctive
- Oral and written form of comparatives and superlatives with nouns
- Oral and written form of possessive pronouns
- Vocabulary about: Technology, Cars, Navigating a city and errands, Office and Professions, Climate and nature, Festivals

GERMAN 111

Grammar: Nouns gender Verbs overview (regular verbs), plus “haben” & “sein” Nominative case & Nominative pronouns Question words Nouns overview & Nouns plural Articles (after nouns, no declination) Present regular verbs	Pronouns overview Accusative case & cases overview present regular verbs word order (in declarative sentences and after “weil”) Irregular stem-changing verbs: “essen, fahren, laufen, nehmen, schlafen, sehen” plus verbs overview (extended)
Vocabulary / Topics: Greetings • Personal information • To meet someone • Origin/Nationality • Countries / Geography • Numbers The colors • How are you? (informal) • Studying at the University • Fields of study • Days of the week At the university • Course of Study • In class • On the desk • All about the computer • In the apartment /at home Daily routine • Breakfast & Lunch • To go to the university • Going to classes • Stores in town • At the supermarket	

GERMAN 112

Grammar: Modal Verbs – present tense Coordinating conjunctions Regular verbs – present tense Cases: accusative case & month and seasons & dative Interrogatives Simple past of “haben” and “sein” Possessive determiners: nominative Pronouns: overview Verbs: overview, plus “tragen”, “gefallen”, “geben”	Conversational past (Present Perfect) of: • regular verbs • irregular verbs with “haben” • irregular verbs with “sein” • mixed verbs • -ieren verbs Conversational Past of separable prefix verbs Conversational Past of inseparable prefix verbs
Vocabulary / Topics: Free-time & Creative activities • Buying / wearing clothing • Game (games) • Music and instruments • Sports • Eating out Describing Hobbies • Family. • Holidays & Celebrations & Relationships • Traveling • To Book a Trip • Accommodations Means of Transportation • Travel Destinations • Sights to see and activities to do • How was your vacation? • The weather	

GERMAN 225

Grammar: Word formation and word order Reflexive verbs Imperative Personal pronouns Modal Verbs: Present Tense	Adjectives: Comparative and Superlative Verbs: Subjunctive II in present tense Adjectives Subordinating conjunctions and word order Coordinating conjunctions
Vocabulary / Topics: Healthy living • Doing sports / exercising • Sports facilities • The human body • Personal hygiene • Injuries and Ailments A stay at a health resort • At the Doctor • Insurance • Medicine • People you know • Descriptions of people Getting to know each other. • Where would you like to live? • Professions • What is German? • Politics • At School After graduation • The Environment	

Biology 201 (Lecture 3 credits) & Biology 205 (Lab 1 credit)

Fall 2025

The lecture and lab need to match

	<u>CRN</u>	<u>SUB/CRSE</u>	<u>SEC</u>	<u>DAY</u>	<u>TIME</u>	<u>INSTRUCTOR</u>	
Lecture	72888	BIO 201	A	A	MWF	9:30 am – 10:45 am	Cullum
Corresponding Labs							
	70786	BIO 205		LA1	R (<i>Thurs</i>)	8:00 am – 10:45 am	Rivera
	70784	BIO 205		LA2	R (<i>Thurs</i>)	2:00 pm – 4:45 pm	Rivera
	70785	BIO 205		LA3	W	5:00 pm – 7:45 pm	Rivera
Lecture	70876	BIO 201	B	B	MWF	11:00 am – 12:15 pm	Cullum
Corresponding Labs							
	70793	BIO 205		LB1	T	11:00 am – 1:45 pm	Rivera
	70788	BIO 205		LB2	R (<i>Thurs</i>)	11:00 am – 1:45 pm	Rivera
	70791	BIO 205		LB3	F	12:30 pm – 3:15 pm	Rivera
Lecture	70877	BIO 201	C	C	MWF	12:30 – 1:45 pm	Taylor
Corresponding Labs							
	70792	BIO 205		LC1	T	2:00 pm – 4:45 pm	Rivera
	70787	BIO 205		LC2	T	5:00 pm – 7:45 pm	Rivera
	70789	BIO 205		LC3	W	2:00 pm – 4:45 pm	Rivera
	73186	BIO 205		LD	T	8:00 am – 10:45 pm	Rivera
	70790	BIO 205		LN	R (<i>Thurs</i>)	5:00 pm – 7:45 pm	Rivera

(updated 4-15-25)

Matched CHM 203 & 204 Sections

Fall 2025

<u>Lecture Time</u>	<u>Section</u>	<u>Day/Time</u>	<u>Instructor</u>
CHM 203 M/W/F 8:00 – 9:15 am			
CHM 203 A (70025)	M/W/F	8:00 am – 9:15 am	Freitag
CHM 204 AA (70031)	W	2:00 pm – 4:45 pm	Freitag
CHM 203 B (70026)	M/W/F	8:00 am – 9:15 am	Long
CHM 204 BB (70156)	R	2:00 pm – 4:45 pm	Franke
CHM 203 C (70027)	M/W/F	8:00 am – 9:15 am	Devlin
CHM 204 CC (70033)	T	11:00 am – 1:45 pm	Devlin
CHM 203 M/W/F 9:30 – 10:45 am			
CHM 203 D (70028)	M/W/F	9:30 am – 10:45 am	Villa
CHM 204 DD (70155)	R	8:00 am – 10:45 am	Villa
CHM 203 E (70029)	M/W/F	9:30 am – 10:45 am	Freitag
CHM 204 EE (70032)	W	5:00 pm – 7:45 pm	Gunn
HM 203 F (70030)	M/W/F	9:30 am – 10:45 am	Long
CHM 204 FF (70157)	R	5:00 pm – 7:45 pm	Gunn
CHM 203 M/W/F 11:00 am – 12:15 pm			
CHM 203 G (72421)	M/W/F	11:00 am – 12:15 pm	Villa
CHM 204 GG (72422)	R (Thursday)	11:00 am – 1:45 am	Villa
CHM 203 M/W/F 12:30 – 1:45 pm			
CHM 203 H (70757)	M/W/F	12:30 pm – 1:45 pm	Oshin
CHM 204 HH (70158)	T	5:00 pm – 7:45 pm	Gunn
CHM 203 I (70154)	M/W/F	12:30 pm – 1:45 pm	Gee
CHM 204 II (70159)	T	2:00 pm – 4:45 pm	Gee

(update 4-15-25)

CRITICAL ISSUES AND RESPECTIVE COM COURSES – Fall 2025						
<i>Must register for the both the course and the corresponding section of COM 101</i>						
CRN	Course		SEC	Days	Time	Co-Req COM 101
72477	ANT 179	Encountering Africa: Experiencing our Shared Humanity		1	MW	2:00 pm – 3:15 pm
72198	ARH 170	Cities and People: Urban History & Social Justice		1	TR	11:00 am – 12:15 pm
73305	**BUS 173	Commercial Republic: Catholic Social Teaching and Philosophy, Politics and Economics Conversation		1	TR	3:30 pm – 4:45pm
73496	COM 173	Health, Communication, and Media		1	TR	11:00 am – 12:15 pm
72810	COM 174	From Big Brother to Big Data: Surveillance Culture		1	MW	3:30 pm – 4:45 pm
72811	COM 176	Talk to Me, TED: Leadership, Social Media, and Communication		1	TR	9:30 am – 10:45 am
73306	ECO 173	Markets, Government, and Social Justice		1	TR	9:30 am – 10:45am
70889	EDU 170	Diversity and Justice in Education		A	TR	9:30 am – 10:45 pm
70890	EDU 170	Diversity and Justice in Education		B	TR	12:30 pm-1:45 pm
71596	ENG 176	Creating Communities (restricted to Dean's Fellows students)		A	TR	9:30 am – 10:45 am
71597	ENG 176	Creating Communities (restricted to Dean's Fellows students)		B	TR	11:00 am – 12:15 pm
73503	ENG 180	Creative Writing and Justice		1	MW	11:00 am– 12:15 pm
72296	GER 170	(Im)Migration and Integration in German-Speaking Countries in the 20 th and 21 st Centuries		1	TR	9:30 am – 10:45 am
73395	HIS 174	Discovering Paradise		A	TR	12:30 pm – 1:45 pm
73396	HIS 174	Discovering Paradise		B	TR	2:00 pm – 3:15 pm
72365	HIS 179	A History of (Un)natural Disasters		A	MW	8:00 am – 9:15 am
72461	HIS 179	A History of (Un)natural Disasters		B	MW	9:30 am – 10:45 am
71283	MIL 170	Introduction to Critical Thinking and the Army I (restricted to ROTC students) – 2 credits		A	T	8:00 am – 9:15 am (On Campus)
71284	MIL 170	Introduction to Critical Thinking and the Army I (restricted to ROTC students) – 2 credits		B	R	9:30 am – 10:45 am (On campus)
71902	NUR 170	Caring for Yourself and Your Community		A	MW	8:00 am – 9:15 am
72850	NUR 170	Caring for Yourself and Your Community		B	MW	2:00 pm – 3:15 pm
72598	SWK 170	Exploring Vulnerability and Resilience within Communities		1	MW	9:30 am - 10:45 am
72768	SPN 170	Musical Perspectives: Hearing the Hispanic World		1	TR	2:00 pm – 3:15 pm
71968	THL 175	The Human Induced Climate Crisis: Origins and Solutions		1	TR	9:30 am – 10:45 pm
73333	THL 175	The Human Induced Climate Crisis: Origins and Solutions		1	TR	2:00 pm – 3:15 pm
						COM 101 WC1 (73614)

****BUS 173 is for Business Students Only**

(updated 5-5-25)

Summer Jump Start Programs - FAQs

What?

The College of Arts and Sciences (CAS) is offering optional non-credit online learning opportunities for incoming freshman to support their success as they transition to college.

- **Psychology of Learning:** available to all students and will provide insights to the best ways to study
- **Math Readiness:** to prepare those enrolled in General Chemistry 203

These self-paced sessions are designed and taught by CAS faculty from the departments of Psychological Sciences, Mathematics, and Chemistry.

When?

Because these sessions are self-paced, students can sign up and start taking July 7, 2025, to move-in weekend.

Purpose?

CAS faculty are dedicated to finding new and effective ways to help students succeed academically as they move from high school to college. The **Psychology of Learning** will review evidence-based strategies for learning in college. The **Math Readiness** sessions will use data from the QANS placement test to help students master the mathematical concepts and skills needed for General Chemistry (CHM 203.)

Are the Courses Required?

No, the non-credit courses are not required. Students whose QANS score in math is “on the margin” are strongly encouraged to participate to strengthen their foundations for CHM 203.

Course Delivery and Duration?

Both programs will be **self-paced** and **asynchronous** offered through the Canvas platform (similar to regular semester courses.)

- **Psychology of Learning** will consist of 3 modules.
- **Math Readiness** will consist of 4 modules.

Program Cost?

Because students are more likely to engage if a financial commitment is made, the non-credit courses will be offered for a minimal fee of \$50 for Psychology of Learning and \$75 for Math Readiness. For students unable to cover registration cost, scholarships will be available. Apply for the scholarship by emailing Katie Christenson at katiechristenson@creighton.edu.

Communication Timeline?

After incoming freshman register, students will receive an invitation to consider signing up for the **Psychology of Learning**. Students who have registered for CHM 203 will receive communication pertaining to the **Math Readiness** opportunity.

Questions?

Math Readiness: NathanPennington@creighton.edu

Psychology of Learning: MayaKhanna@creighton.edu & AmberWitherby@creighton.edu

Other Questions: [KatieChristenson@creighton.edu](mailto>KatieChristenson@creighton.edu)



Summer Jump Start Math Readiness - FAQs

What?

The College of Arts and Sciences (CAS) in partnership with the College of Professional and Continuing Education (CPCE), is offering noncredit online learning opportunities for incoming first-year students to support their successful transition to college.

- **Math Readiness** modules help prepare those enrolled in General Chemistry I (CHM 203) with basic concepts critical to success in the course.

These self-paced modules are designed and taught by CAS faculty from the departments of Mathematics and Chemistry. This jump start course complements current class offerings and helps engage and prepare students before they arrive on campus.

When?

Because these modules are self-paced, students can sign up and take any time between July 7, 2025 and move-in weekend.

Purpose?

CAS faculty are dedicated to finding new and effective ways to help students succeed academically as they move from high school to college. The **Math Readiness** session will use data from the QANS placement test to help students master the mathematical concepts and skills needed for General Chemistry I (CHM 203.)

Questions?

Math Readiness: Nathan Pennington, PhD | NathanPennington@creighton.edu

Katie Christenson, EdD | KatieChristenson@creighton.edu

Is the Course Required?

No, the noncredit Course is not required. Any student with a QANS score below the average is invited and strongly encouraged to participate in order to strengthen their foundation.

Course Delivery and Duration?

The modules will be **self-paced** and **asynchronous** offered through the Canvas platform.

- **Math Readiness** will consist of 4 modules. Students can expect to dedicate a few hours total to the course.

Cost?

Because students are more likely to engage if a financial commitment is made, the session will be offered at a minimal fee of \$75. For students unable to cover the registration cost, scholarships will be available at the time of registration. Financial concerns regarding the cost of registration can be directed to Dr. Katie Christenson at KatieChristenson@creighton.edu.

Communication Timeline?

Students registered for General Chemistry I (CHM 203) will receive communication about the Math Readiness opportunity.



Summer Jump Start Psychology of Learning - FAQs

What?

The College of Arts and Sciences (CAS) and the College of Professional and Continuing Education (CPCE), is offering noncredit online learning opportunities for incoming first-year students to support their successful transition to college.

Psychology of Learning sessions, available to all students, provide insights into the best ways to study. These self-paced sessions are designed and taught by CAS faculty from the department of Psychological Sciences. This jump start course complements current class offerings and helps engage and prepare students before they arrive on campus.

When?

Because these sessions are self-paced, students can sign up and take any time starting July 7, 2025 and move-in weekend.

Purpose?

Faculty are dedicated to finding new and effective ways to help students succeed academically as they move from high school to college.

Is the Courses Required?

No, the noncredit course is not required, but participation is strongly encouraged to strengthen students' learning foundations and aid in their academic transition.

Course Delivery and Duration?

The program will be **self-paced** and **asynchronous** offered through the Canvas platform.

Psychology of Learning will consist of 3 modules. Students can expect to dedicate a few hours total to the course.

Course Cost?

Because students are more likely to engage if a financial commitment is made, the session will be offered at a minimal fee of \$50. For students unable to cover the registration cost, scholarships will be available at the time of registration.

Communication Timeline?

After first year students register for classes, all students will receive communication and a link to register for the Psychology of Learning course.

Questions?

Maya Khanna, PhD | MayaKhanna@creighton.edu

Amber Witherby, PhD | AmberWitherby@creighton.edu

Katie Christenson, EdD | KatieChristenson@creighton.edu

Strategies for Academic Success

Creighton University is committed to ensuring every student has the resources and support needed to thrive academically.

Strategies for Academic Success (TSC 120)

Strategies for Academic Success is a 2-credit applied skills course designed to provide students identified through application of the algorithm with academic strategies, support, and monitoring from an academic coach during their critical first semester at Creighton.

Course Description

Strategies for Academic Success (TSC 120) helps college students develop the skills and mindset needed to succeed academically. The course emphasizes self-awareness, goal-setting, and personal responsibility, teaching students how to take charge of their learning. Key topics include time management, study strategies, critical thinking, and overcoming challenges like procrastination and test anxiety. The course also highlights the importance of motivation, self-reflection, willpower, and adapting to college-level expectations. Through practical exercises and real-world examples, the course equips students with tools to enhance their academic performance and long-term success.

Course Objectives

Through successful completion of this course, students will enhance their knowledge of and skills in:

- Academic management, including time management, reading strategies, note-taking strategies, and study planning.
- Self-exploration of motivation and goals through personal reflection, classroom discussion, written assignments, and class activities.
- Formal and informal communication strategies, through presentations, classroom participation, group projects, and 1:1 meetings.
- Self-advocacy, through an awareness of personal strengths and needs and an understanding of available resources. Students will build a personal network for success and enhance their ability to advocate for themselves across the university.

About Us

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

Contact Us

Office of Academic Success

creighton.edu/Success | academicsuccess@creighton.edu | 402.280.1212

The Success Center, Suite L27 in the Reinert-Alumni Memorial Library