Undergraduate Core Curriculum: Review and Revision and Implementation

Approved Version

September 1993
The proper excellence that a good intellectual training should impart to the mind is a keen and subtle power of openness, flexibility, comprehension. To be able to enter into a different pattern of thought, to understand its point of view, to distinguish its principles, to see its consequences, to judge its lack of consistency within the perspective of its own view, to criticize it from within, to identify with its spirit and method without losing the sense of objective distance that is the fruit of an independent personal judgment to see and appreciate it as a whole, to compare wholes with wholes to get at that kind of understanding that is the basis of a real dialogue. It is a question of education and training not of native sagacity, intelligence quotient, or acuteness of mind. One may be a genius without ceasing to be a barbarian for neglect of that superior capacity to understand all that is human, which is the prime condition of intellectual culture.

Walgrave
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Preface

Undergraduate colleges at many American universities have made substantial efforts in the 1980s to strengthen their undergraduate curricula, particularly their general education requirements. Most report "increased coherence" in general education and over half have "more rigorous standards" for graduation. Over the past eight years, almost all of these institutions have completed some substantial change in their curriculum. Many have put greater emphasis on improving writing skills, new general education requirements, and creative ways of involving students in internships. Some others have emphasized analytical thinking, Freshman Seminar, assessment of student learning, and class discussion. Many faculty are teaching new courses dealing with "global" concerns, multi-cultural diversity, international affairs, ethical awareness, and decision-making.

Creighton College is one of these American institutions currently experiencing growth in enrollment and ever greater program successes. We, too, have addressed curricular assessment and reform. It is the nature of an institution such as ours to reassess our GEC requirements periodically since we have always placed such a high and constant emphasis on the liberal arts and sciences core component of all our undergraduate programs. That we have had some success in doing this has been recognized again and again by the US. News and World Report's extended essay on the "Best Colleges" in the USA. Our success has also been chronicled in Money Magazine College Guide and Changing Times.

As we approached the decade of the 90s, it was thought by many faculty that it was time to reassess our liberal arts and sciences (GEC) curriculum of the past decade. This was not to criticize the successes of that past, but to ask the question, "What can we do together to offer the very best opportunities to our undergraduates for a rounded, well-balanced, coherent, meaningful, and lasting educational experience?" Some of what we had would probably remain; much of what we had would probably change. One thing was certain; the review and possible revision of the GEC would be a challenge to all of us.
Acknowledgments

The Dean of the College, the original Curriculum 90 committee, and the current Curriculum Development Committee express their appreciation for the work of so many on the "Approved Version" of the Undergraduate Core Curriculum. Special recognition is given to Mrs. Mary Lewis (Secretary to the College) for seeing the document through a number of drafts, and to Mrs. Maryellen Read (Secretary to the Klutznick Chair in Jewish Civilization) for the final editing and print setting of the document.
The Curriculum Discussion Introduced

In the Spring of 1988, both general faculty and departmental conversations on the GEC uncovered a number of criticisms of the core: that it lacked coherence in its rationale, design, and implementation; that it had an ineffective accountability structure; that some students and faculty viewed the core as an obstacle course to be managed rather than the centerpiece of the undergraduate experience; and that many core courses needed to be more rigorous in order to meet the expectations of an increasingly talented student body.

In response to these conversations, the College Dean set up a Task Force in the Fall of 1988, called “Curriculum 90,” to review the GEC and to report to the Dean and Executive Council at the end of its study. It would be a working committee of four smaller groups of faculty and students. Each of these small groups would have a specific mandate. The original Task Force was comprised of the following:

<table>
<thead>
<tr>
<th>Math/Science</th>
<th>Social Sciences</th>
<th>Humanities</th>
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<tbody>
<tr>
<td>A. Douglas</td>
<td>A. Welch</td>
<td>N. Fogarty</td>
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<td>T. Burk</td>
<td>N. Perry</td>
<td>P. Aicher</td>
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<tr>
<td>F. Klein</td>
<td>B. Le Beau</td>
<td>E. Selk</td>
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<tr>
<td>N. Fong</td>
<td>S. Scritchfield</td>
<td>M. Stevens</td>
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<tr>
<td>R. Kennedy</td>
<td>J. Wunsch</td>
<td>M. Flecky</td>
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<tr>
<td></td>
<td>D. Bonner</td>
<td>R. Hauser</td>
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<th>Honors Program</th>
<th>Dean</th>
<th>Curriculum Chair</th>
<th>Students</th>
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<tr>
<td>M. Allsopp</td>
<td>M. Proterra</td>
<td>T. Mans</td>
<td>T. Richardson</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>A. Schneider</td>
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<tr>
<td></td>
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<td>M. Otto</td>
</tr>
</tbody>
</table>

Business Representative: J. Phillips  
Nursing Representative: S. Ciciulla

This Task Force would have the help of other faculty from the Departments of the College and from the Curriculum Committee of the Executive Council throughout its conversations and deliberations.

The original Task Force was divided into four working committees. The first dealt with the issue of “distribution.” Its charge was to clarify the rationale for, and to examine the effectiveness of, the current curriculum’s distribution requirements. The second dealt with the issue of “revision.” Its charge was to work with appropriate other groups to revise the GEC in the light of recent past and present faculty reaction to the GEC. The third group dealt with the issue of a “core.” Its charge was to propose a liberal arts core program that would be appropriate for Creighton in the 90s. The fourth group dealt with “innovation.” Its charge was to propose novel elements that would enhance liberal learning at Creighton.

The Dean provided the following orienting instructions: any review and revision of
the core must be seen within the context of Jesuit Catholic education; departmental representation in the undergraduate curriculum would stay the same; a true liberal arts core would be highly desirable; social and math/science requirements should be enhanced; there should be a recommendation concerning true writing-across-the-curriculum; and global and local diversity should have a significant place in the curriculum.

The four group chairs (Selk, Stevens, Perry, Klein) completed the initial tasks set for the four working groups, and then, with the consensus of the Task Force, took over as its Steering Members. These Steering Members were largely responsible for the continued curriculum discussions over the last three years; they presented the final version of the curriculum recommendation to the Dean in mid-summer of 1992.

Due to the passage of time, and sabbaticals and other leaves, the Task Force changed somewhat over the four-year period of the review and revision. The composition of the Task Force, when the final document was presented to the Dean, included the following persons:

R. Kennedy  N. Perry  M. Stevens  T. Burk  A. Welch
G. Zacharias  R. Hauser  F. Klein  S. Scritchfield  B. Molina
A. Douglas  J. Wunsch  M. Sundermeier  M. Proterra  B. LeBeau
E. Selk  J. Phillips  T. Mans  P. Aicher  N. Fogarty
M. Otto

What was to become the final curriculum proposal went through a number of major revisions. The first was the so-called “O’Donnell Center” draft (Fall 1991); the second surfaced during the College-wide open fora (Spring 1992); and the final draft was presented to the Dean during the summer of 1992.

Throughout the years of review and revision, the Task Force spent a great deal of its time listening to members of the College community who had an interest in or a point of view on the core. A draft report brought comments from every department and academic policy-making group in the College, and from most individual faculty members. These suggestions were seriously considered, were voted on, and produced the various elements of faculty consensus, which became the final draft. Reactions, debates and conversations, consultations, and open fora convinced the Task Force that it had produced a set of recommendations acceptable to the vast majority of the College’s faculty.
The Core in the Context of Jesuit Catholic Education

It is important to situate clearly the core in Jesuit education. To do so we first turn to one of the College’s “Creighton 2000” strategic statements, based on the College’s mission. The College “...will continue to develop its strong liberal arts and sciences and professional undergraduate curriculum in the context of its Catholic and Jesuit traditions.” The University mission statement also stresses that Creighton is “…dedicated to the pursuit of truth in all its forms and is guided by the living tradition of the Catholic Church ...(and)...participates in the Jesuit tradition which provides an integrating vision of this world…” What are these traditions?

Jesuit higher education is part of a more universal apostolic commitment of the Society of Jesus. Today that commitment centers on the “service of faith through the promotion of justice.” The Jesuit university does not see this as alien to its academic character but rather as a mission which calls the university to be “a leaven for the transformation of attitudes, humanizing the social climate.” As such, Jesuit education is essentially value-centered, by its values challenging much that contemporary society offers as human values. So, Creighton responds to the contemporary needs of Church and society and serves as the primary and privileged place for a fruitful dialogue between the Gospel and culture.

Applied to curricular matters, such apostolic commitment requires a rigor which prompts critical analysis, interdisciplinary cooperation, and an emerging “wholistic” inquiry which forms students and faculty alike into a concerned community. Academic rigor demands excellence which includes moral responsibility and sensitivity and treats religious experience and traditions as central to human culture and life. None of this can be achieved unless there is a multi-dimensional collaboration within the college.

There are a number of principles of a Jesuit Catholic liberal arts and sciences college which shaped the Task Force’s deliberations.

1. Chief among these is the common pursuit of truth through a diversity of disciplines in such a way that there is an appreciation of a multi-faceted reality. Theology should promote an integration of these disciplines through a foundational Christian theological framework (a vision that arises out of a knowledge and love of Jesus Christ).

2. A free exchange of information and ideas through rational discourse and writing is expected.

3. Personal commitment is encouraged through an examination of values.

4. Emphasis is put on the unity and wholeness of knowledge in such a way that students and faculty alike are challenged to face the ethical dilemmas of their professional and political worlds and are challenged to assume leadership in resolving these problems.

5. Freedom from narrow and parochial ideas and an awareness of relationships to others (and other cultures and histories) is stressed; yet, there is a common body of
information and images, accepted skills and abilities, and a shared critical approach which judges and improves upon what is common to all.

(6) Issues are raised that have relevance in all times and places in such a way that the search for responses to these questions can dispel ignorance and promote genuine freedom.

Such education has as its goal a broad understanding of the arts and sciences and insight into how the knowledge of various disciplines can be integrated. Further, it sees as necessary the study of religious faith (and experience) and its relationship to other fields of knowledge.

Education in the humanities, in particular, is a significant component of such a core curriculum in Jesuit schools. The rationale for humanistic education is not narrowly vocational since it provides a broad preparation for life. Adaptability and versatility as well as integrity are the keynotes. The foremost concerns, though, are the manner of instruction and attitudes toward learning, the need for fruitful exchange with the larger world, the need to come to terms with religious and political pluralism, the need to situate philosophical positions in historical and cultural contexts.

The goal of Jesuit education is not individual gain but ethical discernment. The various core disciplines are also vehicles for moral instruction. Core learning develops a truly religious character. This not only invites personal improvement, but also aims at encouraging a sense of social obligation. This learning stresses sharpening individual conscience and cultivating an ethic of social concern rather than formulating specific programs for collective action or promulgating an explicit ideology.
Expectations for the Review and Revision

There are a number of expectations that directed the work of the Task Force.

(1) The core should have an explicit principle of coherence that is embraced by faculty and is apparent and appealing to students. This coherence cannot be achieved solely through distribution requirements, but requires a pedagogical approach that encourages the students’ own integration of their core experiences. It is primarily the students who integrate the material studied, who grasp the relationships among the disciplines, and who incorporate into their lives the lessons of the classroom. At the same time, this integration is greatly facilitated if faculty and students have a common understanding of the goals of the core, and if faculty design and teach core courses with explicit reference to this understanding.

(2) The involvement of full-time faculty in the core from as many appropriate departments as possible should be encouraged, and the content and method of instruction and its evaluation for all those participating should be more explicitly under the control of that same faculty. Core courses, rather than focusing on narrow topics, should involve an introduction to the fundamental concepts and methods of scholarly investigation of the various participating disciplines. The core should address the questions and issues that are fundamental to human inquiry and have traditionally stood at the center of intellectual debate. It should provide an understanding of the major ideas and methods of inquiry of the disciplines that comprise the students’ intellectual heritage and thus introduce student to the breadth and diversity of human knowledge. It should address issues of cultural diversity and consider topics that have not customarily been incorporated into the traditional debate about the perennial issues. It should show not only how the principal disciplines organize knowledge, but also how they are related to each other and how different disciplines bring distinctive perspectives to the same issue or problem. It should develop an historical view of knowledge. Scholarly exploration of religious faith ought to be an important part of the core experience. The core should develop the critical, mathematical and expressive skills that are essential tools of educated persons. It should include courses that contain a strong writing component.

(3) The core should make a difference in the lives of students so that through their core experience they learn to examine their values and integrate what they learn with the principles that guide their lives.

(4) The revision of the core should recognize the increasing specialization of the Creighton faculty as a strength rather than as a weakness and use this disciplinary expertise to develop innovative ways to address the variety of core topics.
The New Core Curriculum

Introduction to the Core Curriculum

By the start of the 1993-4 Academic Year, the Creighton College core curriculum will have undergone several significant changes, including a new rationale and organization, a new set of required courses spread out over four years, and the establishment of a Core Development Committee charged with administering and continually evaluating the core. These changes mark the first major revision of Creighton College's undergraduate core requirements and their implementation in ten years.

The changes are outlined in the final recommendation of the Curriculum 90 Task Force, released in the summer of 1992 by the Dean after four years of study and conversation among the Task Force, the typical core departments, and the College faculty as a whole. After these many years, and numerous hours of meetings, consultations, scores of communications, debates and suggestions, we now have a remarkable recommendation in that we have established a means for promoting the core and making it central to the experience of our undergraduates and faculty. It is characteristic of Creighton College that these deliberations were carried out with sensitivity and a sense of colleagueship throughout the process. Time and again the Task Force and the many faculty who turned out for the Open For a spoke of the hope that all would be inspired and encouraged by the recommendation of the Task Force to be innovative in their approach to interdisciplinary teaching in a true undergraduate core.

The new core, called "Core Curriculum," is part of this Report. The specific principles and each section’s objectives, with appropriate requirements, are carefully and completely spelled out in the Core Curriculum. Although the objectives and requirements of the recommendation are definite, there is also the expectation of the Task Force that a similar process of consultation and review would continue and that the Core Development Committee, along with the Dean, would serve that purpose. This committee will implement, monitor, and further develop the new core.
Individual Components of the Core

The Arts

The need to make, experience, and comprehend the arts has been one of the basic defining human activities since human history began. The arts include art as activity, product, historical marker, and performance.

History

This discipline develops an understanding of the historical roots of contemporary societies, recognizes the influence of Europe on the American story, establishes a framework in which students can organize ideas and locate an understanding of their own culture and era, and encourages a sense of acceptance that results from an understanding and awareness of the histories of different cultures and parts of the world.

Literature

This part of the core develops students’ abilities to read critically and write clearly, to appreciate the workings of the human imagination, to discover and assess the shape and values of the students’ own cultures. Further, the discipline explores alternative ways of looking at the world and provides insight into issues of permanent human importance, as well as issues of contemporary urgency. It also invites students to enjoy literature.

Writing/Communication

This component of the core, as a mode of learning as well as of expression, requires an active effort to organize ideas and express them precisely. It helps students define issues, take stands, and expose their ideas to critical evaluation. It is an important first step in translating ideas into action.

Mathematics

This core discipline has two purposes. Students should begin to understand the practical applications of mathematics and the important role that it plays in life. And this discipline ought to help students to understand the power of mathematical reasoning to reach conclusions through independent and logical thinking.

Philosophy

This discipline has a permanent place in Jesuit higher education and occupies a significant place in the core. It supplies an integrated vision of physical, personal and spiritual reality. Further, it weighs propositions fundamental for individual dignity and social responsibility. Finally, it examines moral issues that affect personal and social life.
Natural Science

This aspect of the core enables students to understand the principles, the body of knowledge, and the investigative strategies that comprise science and its technological applications. This discipline helps students to recognize the power of science to investigate and understand the natural world, to develop an awareness of the limits of scientific conclusion, to see the critical role science and technology play in contemporary society, and to appreciate why scientists find science intellectually satisfying.

Social and Behavioral Science

This important core discipline helps students understand the causes of human behavior and exposes students to the dynamics and dimensions of social interaction. Most contemporary problems have psychological, political, economic, and sociological dimensions.

Theology

As a disciplined reflection on the mystery of God in the world and on the traditions of belief and worship that integrate and shape the community of faith, theology explicitly reinforces the tradition of Jesuit humanism that prizes the scholarly investigation of religious faith and faith’s relevance to civilization. Study of theology is an essential feature of the core of a Jesuit and Catholic university. This implies an institutional commitment to the Catholic tradition, but also encourages the study and understanding of other major theological traditions.

Cultural Diversity (Global and Domestic)

This critical component of a liberal education describes the capacity to see human experience from the point of view of others who encounter and interpret the world in significantly different ways. Such a component examines concepts of cultural identity and difference, develops appreciation of other ways of life, and provides a new and more inclusive understanding of one’s own culture.
The Core Curriculum

Guiding Principles

The core curriculum is a vehicle for implementing the vision and mission of the Creighton College of Arts and Sciences. The design of the core is molded by certain guiding and implementing principles.

1. The core reflects Creighton University’s character as a university that is Jesuit and Catholic. A significant portion of the core is devoted to theological reflection, critical inquiry into fundamental questions of meaning and value, and ethical inquiry.

2. The core curriculum is committed to providing a broadening, liberalizing experience for undergraduate students. The purpose of this dimension of the core is to develop wisdom and breadth of knowledge so that students’ views of the world are informed and responsive. In order to achieve this goal, students are exposed to a variety of disciplines and perspectives. Moreover, the core is structured to encourage understanding and appreciation of the traditions and views of multiple cultures. In this way, students are encouraged to see that alternatives to their situations exist and that other cultures, other times, and other models of explanation should be grasped in their own right.

3. The core curriculum endeavors to provide all students with a common body of knowledge and skills, thereby enhancing the promotion of a genuine intellectual community among the students.

4. The core curriculum seeks to develop in students their ability to continue learning on their own after graduation, thereby acquiring a lifelong commitment to learning.
## A Summary of Requirements

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<th>CATEGORY</th>
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<tr>
<td>THEOLOGY, PHILOSOPHY, &amp; ETHICS</td>
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<td>Religious Inquiry</td>
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<td>3</td>
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<td>Scripture</td>
<td>THL</td>
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<td>God and Persons: Philosophical Reflections</td>
<td>PHL</td>
<td>3</td>
</tr>
<tr>
<td>Foundations for Ethical Understanding</td>
<td>PHL/THL</td>
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<td>History of the Modern Western World</td>
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<td>International and Global Studies</td>
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<td>NATURAL SCIENCE</td>
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<td>SOCIAL AND BEHAVIORAL SCIENCE</td>
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<td>Must be from different departments</td>
<td>ANT/ECO/PLS/PSY/SOC</td>
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### Notes:
1. Issues of diversity are integrated across the curriculum.
2. In addition to the College Writing course, writing skills will be developed across the curriculum.
Detailed Statement

THEOLOGY, PHILOSOPHY, AND ETHICS

These courses reflect the Catholic and Jesuit character of Creighton University. This special character of Creighton University includes the following: an examination and reflection on ultimate questions from the viewpoint of both Christian revelation and rational inquiry; ethical inquiry; an emphasis on understanding in a multi-cultural world; and an emphasis on holistic and integrating approaches to questions and problems.

I. Theology

A. Religious Inquiry

In order to engage in the theological enterprise, students must situate their own religious experiences within the context of their religious traditions and the broader context of the human phenomenon of religion.

Specific learning objectives:
1. To gain an understanding of the universal scope of religion and its centrality to culture by:
   a. addressing ultimate questions such as: “What is the human condition?” and “How is the sacred experienced and communicated within this condition?” “How does the experience of transcendence affect this condition?” “What is the source of evil?”
   b. exploring how various faith communities—Christianity, Judaism, Islam, Buddhism, etc.—have answered these questions;
   c. examining how cultures have been shaped by these questions.

2. To learn the essentials of the Christian religion.

3. To gain a better and more precise understanding of one’s own faith by examining and reflecting on that faith in light of the above.

4. To address the issues of domestic diversity within the context of religion.

Requirement

One 3-credit course entitled “Religious Inquiry” to be completed in the freshman year. All sections of this course will be based upon a master syllabus which addresses the above objectives.
B. Scripture

The foundational Scriptures of the Christian faith are the Old Testament (Hebrew Bible) and the New Testament. The Scriptures provide much of the data of later theology and an example of early theology itself. Thus, the ability to read and comprehend the Scriptures is a prerequisite for theological understanding.

Specific learning objectives:

1. To learn how to read the Bible within its historical, literary, and cultural context by:
   a. examining the history of the biblical period;
   b. practicing critical reading methods such as source criticism, form criticism, redaction criticism, literary criticism, social science criticism;
   c. comparing the biblical literature to relevant literature of the ancient Near Eastern and Mediterranean world.

2. To learn the content of the biblical documents: the stories, laws, prophecies, parables, letters, and visions.

3. To gain an understanding of the biblical religion and its relationship to Christian theology.

Requirement

One of the following 3-credit, 200-level courses in the area of Scripture: “Introduction to the Bible”; “Introduction to the Old Testament”; “Introduction to the New Testament”; “The Synoptic Gospels: Understanding the Life of Jesus”; and “Introduction to Biblical Theology.” The College may add courses to this list.

Prerequisite for this course is completion of “Religious Inquiry.”

C. Christian Theology

This course will engage the student in a systematic examination of the teaching and doctrine of the Christian church. Courses in this area will focus on a central Christian topic within the context of Scripture and the universal human phenomenon of religion.

Specific learning objectives.

1. To learn how foundational Christian doctrine is contained in, and emerges from, Scripture.

2. To learn the historical development of Christian doctrine through the study of the history and tradition of the Christian church.

3. To become familiar with the contemporary theological discussion of doctrine and its significance for Christian living in the modern age.
Requirement
One 3-credit, 300-level course in Christian theology: “Church and Sacraments”; “Sin and Grace”; “Jesus Christ, Savior”; “Theology of the Holy Spirit.” The College may add courses to this list.

Prerequisite for this course is completion of the Scripture requirement.

II. Philosophy

God and Persons: Philosophical Reflections
The tradition of Jesuit higher education and of Western Christianity is to examine ultimate questions from the viewpoint of both revelation and rational inquiry. This course examines, from the viewpoint of rational inquiry, questions concerning God (classic and contemporary arguments on the existence of God and contemporary atheism and agnosticism, the nature of God, approaches toward God, the problem of evil in the light of belief in God) and human personhood (freedom and determinism, human destiny, the meaning of human life).

Specific learning objectives:
1. To explore from the viewpoint of critical reason fundamental questions concerning God and persons and their interrelationship.
2. To examine the interplay between religious faith and critical reason.
3. To explore how positions on God and persons are linked to metaphysical and epistemological positions.
4. To further develop the intellectual habits of critical reading, careful analysis, analytic thinking, and rigorous and systematic argumentation.

Requirement
One 3-credit, 300-level course entitled “God and Persons: Philosophical Reflections.”

Prerequisite for this course is completion of “Historical and Critical Introduction to Philosophy.”
III. Ethical inquiry

A. Foundations for Ethical Understanding
The goal of this course is to provide students with a philosophical or theological framework within which to make moral decisions.

Specific learning objectives:
1. To clarify, organize and critically evaluate moral theories and norms.

2. To apply moral theory to specific problems, e.g. care for the environment, obligations of children to parents and parents to children, the morality of war, and the moral obligations of the developed countries toward the developing countries.

3. To develop ethical conviction and to promote moral wisdom.

Requirement
One three-credit 200-level course which fulfills the learning objectives.

B. Senior Perspective
The goal of this requirement is to assist students in the development of a deeper understanding of moral and ethical decisions in an area of broad human concern.

Specific learning objectives:
1. To integrate knowledge by using ideas and materials from a number of prior courses and to apply this knowledge to a major area of human concern.

2. To continue developing critical thinking skills in a cross-disciplinary manner.

3. To articulate, defend, and critique a cogent personal position. Requirement

Requirement:
One 3-credit interdisciplinary, team-taught course to be taken in the senior year from a limited set of courses designed for this requirement. The course prerequisites are senior standing and completion of “Foundations for Ethical Understanding.”

Note: The development and implementation of courses for this area will be supervised by a faculty committee appointed by the Dean. We anticipate that this group would contain 5-7 courses. Each section of the course must involve at least two faculty members from different areas of the college who possess relevant expertise, will use a common syllabus, and will involve one hour of common lecture and two hours of small group discussion (maximum of 20 students) each week. Courses in this group would be offered at least one semester each year.
CULTURES, IDEAS, AND CIVILIZATIONS

The goal of courses in this division is to provide students with an understanding of ideas, texts, events, images, persons, and symbols of Western and non-Western civilizations. One of the central features of the human condition is immersion in traditions. A disciplined conversation with these traditions is a way to examine them critically, to understand them, and to provide a foundational context for other areas of study.

Common Texts and Issues:

Wherever practical, the courses in this division should offer a common experience to students through readings and issues coordinated among the departments involved. A committee composed of members of the departments contributing to these courses will coordinate the readings and issues to be covered, with the goal of providing students with an integrated experience of the ideas and events.

I. The Western World

A. History of the Modern Western World
The goal of this course is to reveal to students the heritage and development of the Western world. The course is a thematic treatment of the historical development of Western Europe and the United States. A common syllabus is to be used in all sections of the course.

Specific learning objectives:

1. To develop historical awareness.

2. To understand the significance of ideas, texts, events, images, persons, and symbols in the shaping of the modern Western world.

3. To synthesize and analyze ideas and issues spanning different nationalities, ethnic and racial groups, classes, and genders.

Requirement
One three-credit, 100-level course entitled “History of the Modern Western World.” All sections of this course will be based upon a master syllabus.

B. Historical and Critical Introduction to Philosophy
This course introduces students to philosophy through a critical discussion of some of the classics of Western philosophy. The discussion of the classics includes both understanding the works within their historical contexts and critical reflection on the problems raised by the works in light of the contemporary human situation. The course includes a number of significant works from the main periods in the history of philosophy—ancient, medieval, modern and contemporary. The course includes a section on critical thinking skills.

All sections of this course will use a core of the same texts, thereby providing
students with a common experience and enhancing the promotion of an intellectual community.

Specific learning objectives:

1. To examine and discuss some of the significant writings in philosophy.
2. To gain an understanding of the roots of the contemporary Western worldview and specific contemporary philosophical problems.
3. To reflect on the questions and problems raised by these classic works for the contemporary human situation.
4. To sharpen the intellectual habits of critical reading, careful analysis, analytic thinking, and rigorous and systematic argumentation.

Requirement
One 3-credit, 100-level course entitled “Historical and Critical Introduction to Philosophy.”

C. World Literature I: Pre-Sixteenth Century

World Literature II: The Sixteenth Century to the Present

The goal of these courses is to introduce students to the literary texts of the Western and non-Western traditions from the ancient period to the modern.

Specific learning objectives:

1. To become familiar with major literary texts of the Western literary tradition, beginning with the texts of the ancient world and proceeding chronologically through the modern period.
2. To acquire an understanding of representative texts from the English and American traditions.
3. To become familiar with significant texts by minority and women authors outside the Western tradition.

Requirements:
Two 3-credit, 100-level courses entitled “World Literature I” and “World Literature II.”
II. The Non-Western World

In order to deal with and contribute to the interdependent world of the 21st century, students must become familiar with cultures, societies, and world-views other than their own, as well as with the problems, institutions, and systems which transcend them. The goal of this requirement is to strengthen the students’ knowledge of the non-Western world (defined as non Anglo-American and European areas), in both historical and contemporary terms.

A. The Non-Western World

This course is a thematic examination of one or more regions of the non-Western world. It continues themes introduced in the first course, “History of the Modern Western World.”

Specific learning objectives:

1. To increase awareness of international diversity.

2. To understand and appreciate world-views, cultural presuppositions and modes of assessing reality of non-Western cultural groups.

Requirement

One 3-credit course chosen from the following: “The African World,” “The Asian World,” “The Latin American World,” “The Middle Eastern World,” World Revolutions.” The prerequisite for this course is completion of History of the Modern Western World.”

B. International and Global Studies

Courses in this area will strengthen students’ knowledge of the contemporary world —either of cultures, societies, and traditions outside the Western world or of international institutions, systems, and problems.

Specific learning objectives:

1. To understand and appreciate non-Western belief systems and ways of knowing reality.

2. To respond without prejudice to an increasingly interdependent and pluralistic world.

3. To become familiar with some of the political, social, economic, and cultural systems and behaviors of the non-western world.

4. To gain a greater understanding of Western culture through exposure to other cultures.

5. To focus on problems and issues of global/international scope as well as on the systems developed to deal with such problems.
Requirement
One 3-credit, upper-division (300-500 level) course focusing on either:
  o non-Western cultures and systems (a course focusing on the social, political, economic, or cultural characteristics and systems characterizing one or more contemporary non-Western societies); or
  o global/international problems and systems (a course dealing with contemporary political, social, economic, scientific, or environmental problems with global/international dimensions, and the institutions/systems developed to respond to them)
NATURAL SCIENCE

Courses in this area aim to give students an appreciation of the major areas and methods of the physical and biological sciences.

Specific learning objectives:

1. To understand the ways in which scientists, both ancient and modern, have explained matter, energy, and motion; the universe and forces of nature; the earth and life upon it.
2. To understand how natural science differs from other disciplines.
3. To explore questions about the natural world, including questions that faced great scientists of the past.
4. To understand how the scientist approaches a scientific discipline, how the scientist generates knowledge, and how the scientist communicates that knowledge.
5. To comprehend the evolution of scientific understanding and events that led to new paradigms.
6. To participate in the experiential or empirical component of natural science.
7. To appreciate the creative and human component of natural science.
8. To apply mathematical skills in the practice of natural science.

Requirement

Seven credit hours in two approved courses in atmospheric science, biology, chemistry, environmental science, natural science, or physics. At least one of the courses must include a one-credit laboratory component. Every approved course will specifically contain an experiential component that introduces the student to direct personal observation of selected phenomena.
SOCIAL AND BEHAVIORAL SCIENCE

The goal of courses in this area is to develop an understanding of: individual and group behaviors and attitudes; how historical and cultural contexts shape human behavior and social institutions; and how human communities and institutions attempt to solve personal, social, political, and economic problems. Courses in this area are to be taken from two foundational disciplines in the social sciences: anthropology, economics, political science, psychology, and sociology.

Specific learning objectives:

1. To explain selected behaviors of and interactions among individuals, groups, institutions, and/or systems.

2. To understand how historical and cultural contexts shape individuals, groups, institutions, and systems.

3. To understand that humans are unique individuals who both create and are shaped by intersecting social structures.

4. To appreciate the particular challenges of conducting research with humans and institutions.

5. To become familiar with the key concepts, theories, and themes of the specific foundational social science disciplines studied.

6. To describe the systems and methods associated with the specific disciplines studied. To understand, analyze, and appropriately critique social science data.

Requirement
Two 3-credit, 100- or 200-level courses. The courses must be taken from any two of the following disciplines: anthropology, economics, political science, psychology, and sociology.
SKILLS

Note: Students may test out of all skills courses. The criteria for testing out will be established by the College of Arts and Sciences in consultation with the appropriate department.

I. College Writing
The goal of this requirement is to develop the skills of written communication.

Specific learning objectives:

1. To develop ideas into coherent arguments by using a variety of organization and classification strategies.

2. To locate and arrange appropriate evidence.

3. To write in a clear and readable expository style.

4. To analyze written arguments and information.

5. To review one’s own work critically in the process of revising and editing.

Requirement
1. One 3-credit course entitled “Expository Writing.”
2. Completion of four courses that have been certified as including a significant writing requirement. See appended explanation.

II. Mathematics
It will be crucial for citizens of the 21st century to be able to reason quantitatively; to be able to understand, formulate, and solve quantitative problems; and to understand, defend, and refute argumentation based on quantitative evidence. Therefore, the goal of courses in this area is to help students develop the quantitative reasoning skills necessary to participate in an increasingly complex society.

Specific learning objectives:

1. To develop an appreciation for the important role of mathematics in contemporary society.

2. To acquire the ability to understand, formulate, and solve problems in quantitative reasoning, including consideration of such topics as:
   a. statistical and probabilistic reasoning
   b. linear relations and prediction
   c. hypothesis testing
   d. correlation v. causation
   e. reliability and validity
   f. rates of change
   g. verification and falsification
3. To develop the ability to defend and to refute arguments based upon quantitative data.

Requirement
One 3-credit, 200-level course in quantitative reasoning meeting the learning objectives listed above. The prerequisite is completion of “College Algebra” or its equivalent.

Note: Students who successfully complete “Calculus I” will be considered to have fulfilled this requirement.

III. Speech/Studio and Performing Arts
The goal of courses in this area is to help students develop skills in non-written communication and expression. To fulfill this requirement, students may choose to develop either the persuasive skills of oral communication or the expressive skills of a studio or performing art.

Specific learning objectives of the Speech option:
1. To demonstrate the ability to analyze oral arguments and information.
2. To assess the credibility of sources and the coherence of arguments.
3. To state a position on an issue and to defend that position logically and with proper documentation.
4. To gain practical experience in oral delivery.

Specific learning objectives of the Studio and Performing Arts option:
1. To confront the challenges of artistic expression for the purpose of self-discovery.
2. To appreciate art through performance or artistic creation.
3. To develop basic skills particular to a specific art.

Requirement
One 3-credit course in either speech or fine arts meeting the objectives states above.

Courses which might fulfill this requirement are:
COM 152 - Communication Strategies for Decision Making;
ART 105 - Art Fundamentals;
ART 153 - Three Dimensional Design;
ART 171 - Introduction to Photography;
ART 211 - Introductory Ceramics;
ART 253 - Beginning Sculpture Studio (Human Figure);
ART 271 - Photography Studio I;
DAN 110 - Dance Workshop I;
DAN 111 - Dance Workshop II;
DAN 292 - Modern Dance Laboratory I;  
MUS 212 - University Chorus I;  
MUS 215 - Guitar Class;  
MUS 235 - Applied Music I;  
MUS 242 - Jazz Practicum;  
THE. 131 - Beginning Acting.

*Note:* Three 1-credit instrumental music courses will fulfill this requirement if the same instrument is studied in each course. Similarly, three 1-credit voice courses will fulfill this requirement.

**IV. Languages**

Because the contemporary world is interdependent in commerce, in the flow of ideas, and in politics, it is important for students to be able to communicate in languages other than their native language, and to grow in the understanding of other cultures. The study of modern languages provides a basis for this communication and cultural awareness. The study of classical languages provides a basis for communication with the past. A secondary goal of both classical and modern language study is to give students a better understanding of the grammar and usage of their native languages.

*Specific learning objectives:*

1. To acquire knowledge of the fundamentals of a language needed for a basic level of communication.
2. To develop an awareness of another culture through its language.

*Requirement*

One 3-credit course at the intermediate level or two 3-credit courses at the introductory level.  

**Students beginning the study of a language** may meet the requirement by completing 6 credit hours in the same language, classical or modern.

**Students continuing the study of a language** begun elsewhere may meet the requirement either by:

a. completing one 3-credit hour language course at Creighton at the intermediate level or above;  
b. demonstrating competence at the intermediate level with a standard language achievement test or with a test administered by the language department at Creighton.

Note: Students whose native language is not English will be considered to have completed this requirement.
V. DOMESTIC DIVERSITY
American society both influences and is shaped by many cultural traditions and racial
groups, both genders, and people of all socioeconomic backgrounds. In order to build
a more harmonious and just society, students must develop an understanding of and
an appreciation for the perspectives of these diverse groups. The goal of courses in
this area is to develop such an appreciation.

Specific learning objectives:

1. To become aware of and knowledgeable about the history, circumstances,
diverse perspectives, and behaviors of non-Anglo/Europeans, of the poor, and
of women living in the United States.

2. To become aware of personal prejudices.

3. To respond without prejudice to diverse populations within the United States.

Requirement
Distributed throughout the courses of the curriculum as follows:
1. The following core courses must pay significant attention to the learning
objectives stated above:
   Religious Inquiry
   Foundations for Ethical Understanding
   The Modern Western World
   World Literature II
   Designated courses in the social and behavioral sciences category (General
   Anthropology, Politics and the Human Condition, American Government and
   Politics, Introductory Psychology, Child Psychology, Sociology of Social
   Problems)

2. All other courses in the core curriculum are encouraged to include attention to
the above issues wherever appropriate.

3. Senior Perspective courses must pay significant attention to either issues of
domestic diversity or global/international concern.
Writing Requirements in the New Curriculum

I. One 3-credit course entitled “Expository Writing.”

II. Writing assignments appropriate to the respective discipline are required in all core courses in categories other than “skills.” Essay exams alone do not satisfy this requirement. [The CDC will provide further guidelines on this requirement.]

III. In addition to the composition course and the requirement mentioned above (II.), students must complete four courses that have been certified as including a significant writing requirement. This requirement includes a systematic approach to writing which includes at least three elements, each of which deserves attention: a) invention (conception of the central idea, key supporting points, research strategy, and consideration of audience and appropriate evidence); b) production (organization of the argument, use of evidence and explanation, attention to documentation and formatting style, and surface editing); and c) revision (review of the paper in terms of the writer’s intentions and the audience’s perceptions, both of which meet in successful exposition). These courses should have the following characteristics:

A. Each course is limited to a maximum enrollment of 25.

B. Courses must be numbered 200 or above. These courses may be either inside or outside the core. The requirement is not dependent on the number of credits in the course, but on the writing involved.

C. As a general rule, certified courses should require a minimum of 20 to 25 pages of writing from each student. All writing should be returned to the student with the instructor’s critique.

D. At least one writing assignment must go through a draft version and formal rewriting process.

Proposals for certified courses must describe how the writing requirement will be met. Proposals may use, adapt or substitute for one of the strategies described below.
Some Strategies for Implementing a Special Writing Requirement in Certified Courses:

Any of the general strategies offered below may be used either alone or in combination, and may be adapted to the structure and objectives of any course.

1. **Staged Approach.** This approach breaks down and schedules the process of invention, production (including research), and revision of a paper into a series of short-term projects and deadlines. The approach works best with long papers.

2. **Drafting.** This method also requires students to submit a series of research and drafting exercises. But it gives weaker writers an opportunity to submit several drafts, while better writers may submit nearly finalized drafts.

3. **Formal Resubmission Approach.** In this approach, students submit a conditional final version of the paper. But the instructor may require that weaker papers be rewritten.

4. **Informal Weekly Essays.** The advantages of this approach are: it keeps students thinking and writing about the course material; it encourages writing practice about a closely defined central idea; it requires students to supply early rough drafts of papers that may be developed later into more formal essays; and it allows students to work on their most fundamental weaknesses as writers in a penalty-free situation.

5. **Seminar Days.** In this method, a block of time is reserved for oral presentation and discussion of papers. The success of this method requires that copies of finished papers be distributed the period before they are scheduled to be read. This technique is especially useful as professional training for students planning to go on to graduate school.
Implementation Guidelines

1. All sections of any course included in the college requirements shall be based upon a master syllabus in which basic goals and objectives for the course are specified. These goals and objectives must meet the learning objectives outlined in the core curriculum proposal. The Curriculum Committee of the Executive Council and the Dean of the College of Arts and Sciences will make the final determination of the suitability of courses proposed as options for the core. In making its determination, the Curriculum Committee shall consult with department(s) appropriate to the core area in question.

2. Each course accepted into the core will be reviewed periodically by the Curriculum Committee of the College to ensure that the learning objectives of the course fit those developed for the category in which the course appears.

3. All core courses in categories other than “Skills” shall include an approved writing component.

4. In completing the requirements for graduation, each student must complete 48 credit-hours of course work at the 300-level or above.

5. Issues of diversity (both international and domestic) will be integrated throughout the curriculum where pertinent to do so.

6. The College of Arts and Sciences shall provide adequate faculty development time and funding to implement the core curriculum. Initially, this commitment should center on the development of appropriate natural science laboratory courses and facilities, the development of the language department, faculty development in the areas of domestic and global diversity, and the development of the Senior Perspective courses.
### A Possible Four-Year Distribution Plan

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>FRESHMAN</th>
<th>SOPHOMORE</th>
<th>JUNIOR</th>
<th>SENIOR</th>
<th>SUB-TOTAL</th>
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</thead>
<tbody>
<tr>
<td>THEOLOGY, PHILOSOPHY, &amp; ETHICS</td>
<td>Religion (3)</td>
<td>Scripture (3)</td>
<td>Theology (3)</td>
<td>Capstone (3)</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Ethics (3)</td>
<td></td>
<td>God &amp; Pers. (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>World Lit II (3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NATURAL SCIENCE</td>
<td>Natural (4)</td>
<td>Natural (3)</td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>SOCIAL &amp; BEHAVIORAL SCIENCE</td>
<td>Social/Behavioral (3)</td>
<td>Social/Behavioral (3)</td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>SKILLS</td>
<td>Writing (3)</td>
<td>Math (3)</td>
<td>Speech/FPA (3)</td>
<td></td>
<td>12-15</td>
</tr>
<tr>
<td></td>
<td>Lang- (3-6)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUB-TOTAL</td>
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<td>21</td>
<td>12</td>
<td>3</td>
<td>61-64</td>
</tr>
</tbody>
</table>

Any course listed in the sophomore year could be taken in the freshman year. Students should consult with their advisors to arrange the most appropriate schedules.
From Task Force to Implementation

We are grateful to the Task Force and to the many faculty and others who brought this preliminary stage of the core review and revision to such a successful conclusion.

While the Task Force work is complete, much more lies ahead as the ongoing task of development and implementation and monitoring of the revised core falls to the College's Core Development Committee (CDC), under the directorship of the Associate Dean, Philip Meeks. If, as scheduled, the revised core is to be in place by Fall of 1993, the cooperation and hard work of numerous departments and faculty members will be required, both to revise current offerings and to develop new courses. With this cooperation, the core curriculum can indeed become the center of a Creighton College undergraduate education.

Respecting the very process of review and revision of the curriculum, and responding to the best of contemporary scholarly commentary on new curriculums, we will ensure that the revision of the core is handled as a continuous process. Current specific requirements of the newly revised core will become effective in September of 1993 for undergraduates of the Class of 1997.

The CDC was appointed in the Fall of 1992 and will begin work immediately on the implementation of the revised core, and this will include formal discussions with core departments and faculty on the design and implementation of their core courses, and a realistic timetable for the introduction of these newly created courses. During this period, the CDC will analyze the resource implications of the revised core, as well as initiate the pursuit of outside funding for faculty and curriculum development activities important to successful implementation.

The steps for implementation are as follows:

1. The Dean will receive the recommendation of the Task Force, the final draft of Curriculum 90. This is a liberal arts and sciences core which replaces the current general education distribution requirements. Its content is a proposal arrived at by consensus of the Task Force, which responded to faculty and departmental input either written to the Task Force or expressed at one of the Open Forums (or at other public meetings of the Task Force). Their recommendation is incorporated into this Report so that Curriculum 90 and the entire process have an appropriate context.

2. The recommendation, accepted and already approved by the Dean, will be sent by him to the Curriculum Committee of the Executive Council. That committee will review the recommendation of the Task Force in terms of purposes and goals, content and form, and implementation.

Specifically:

a) Does it reflect the College's and University's Mission Statements?

b) Does it speak directly to the issues of a liberal arts core education at this Jesuit Catholic university?
c) Does it address specifically what students should know? What is its approach to cultural literacy? What should students be able to do (habits of thought or skills)? What kind of people does the core form?

d) Is there coherence to the core? Is the whole more than the sum of its parts? Does it provide for students becoming more reflective of their experiences? Do they develop the tools, disciplines, analytic frameworks for interpreting their experiences?

e) Is there commonality to the core? Does the core affirm any idea or value scheme? Will the core produce thoughtful and committed citizens? Is independent learning stressed in the core? Is there a strong and visible element of diversity in the core?

f) Is the core comprehensive? Does the core require that the faculty as a whole is responsible for the core curriculum?

g) As a short check-off list, does the core revision reflect the following:

- liberal arts and sciences subject matter?
- fundamental skills?
- higher standards and more requirements?
- tighter curriculum structure?
- freshman year seminar?
- senior year seminar?
- global studies?
- cultural diversity?
- moral reflection?
- active learning (discovery rather than "telling")?
- extension through all four years?
- assessment?

3. The accepted and approved recommendation will also be provided to all regular faculty of the College by the Dean for a final consultation and for suggestions and concerns regarding implementation of the core. This consultation will be accomplished by responding to a questionnaire (enclosed) which reflects the review questions given to the Curriculum Committee (see no. 2 above).

4. When the Curriculum Committee has received the faculty consultation (no. 3), has tabulated the responses, and is satisfied that all concerns of the faculty and administration have been addressed, the proposal will be presented to the Dean to be advanced at a Special Meeting of the Council for a vote by that Council. That vote will be to recommend to the Dean the implementation of the "Core Curriculum."

5. The Dean will share the core and the Council's recommendations regarding its implementation with the Vice President for Academic Affairs for his review. The Dean will then promulgate the new undergraduate liberal arts curriculum and call for its appropriate implementation.
6. The implementation of the new undergraduate core is the task of the newly-formed Core Development Committee and the College Dean. The CDC is charged specifically as follows:

   a) Strengthen the college-wide commitment to the core by providing the vehicle for individual faculty and interdepartmental discussion, by developing the core, and by promoting continual unity and coherence in the core program.

   b) Assist departments and faculty in the design and implementation of core courses by offering advice, development opportunities, and resources.

   c) Support faculty involvement in core teaching by encouraging development of rigorous and challenging core courses and regular discussion of effective and innovative core teaching methods among faculty.

   d) Recommend to the Dean of the College courses to be included in the core curriculum.

   e) Offer recommendations to the Dean on the resources needed to implement the core in general and in particular departments.

   f) Seek outside funding for ongoing development of the core.

   g) Meet at least once a year with the Chairs of departments offering core courses.

   h) Periodically evaluate the effectiveness of the core in achieving its objectives.

   i) Provide an annual report on the state of the core to the Dean and Executive Council, including recommended changes in the core. The Committee will pay attention to societal, and educational developments, and to logistical and relational concerns that will influence the core over the long run.

The Core Development Committee is comprised of the following faculty members (with their terms):

<table>
<thead>
<tr>
<th>Name</th>
<th>Term</th>
<th>Position</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>P. Meeks (Chair)</td>
<td>ex officio</td>
<td>R. Super</td>
<td>2 years</td>
</tr>
<tr>
<td>M. Stevens</td>
<td>2 years</td>
<td>G. Carlson</td>
<td>3 years</td>
</tr>
<tr>
<td>T. Krettek</td>
<td>3 years</td>
<td>T. Mans</td>
<td>2 years</td>
</tr>
<tr>
<td>A. Cherney</td>
<td>3 years</td>
<td>M. Danielson</td>
<td>3 years</td>
</tr>
<tr>
<td>T. Dickel</td>
<td>3 years</td>
<td>A. Gommermann</td>
<td>2 years</td>
</tr>
</tbody>
</table>
Implementation: Initial Process & Progress

The Core Development Committee was commissioned in the Fall of 1992 following the approval of the new Core Curriculum. During the first two months, committee members studied the committee's duties and responsibilities and designed a process for the submission of courses for certification in the new Core Curriculum. Departmental liaisons were established with each committee member (except the chair) assigned to assist two or three departments. Committee members were excluded from acting as liaison with their own departments. Throughout the rest of the academic year, committee members, acting as departmental liaisons, assisted the departments in the preparation of course syllabi and curriculum development funding proposals.

Each submitted syllabus was closely examined by the committee members, who met weekly for most of the Spring 1993 semester. Each course was checked to see if it was in accordance with the educational objectives set forth in this document. Since all courses in the core are to be taught from a "master syllabus," the committee members spent a considerable amount of time looking at the commonality of course content, course requirements (especially writing), and departmental collaboration. Departmental liaisons conveyed the committee's recommendations for revisions until they were in conformance with the standards set forth in this document. Because of the volume of syllabi submitted, first priority of consideration was given to those courses most needed for implementation of the new core curriculum in the Fall of 1993.

At the end of the 1992-1993 academic year, 74 courses had been submitted for approval. Of these courses, 52 were approved, 10 were tabled for consideration at this time, and 12 were pending approval while they were being revised and resubmitted. The Core Development Committee also assisted in the review of a proposal on domestic diversity in the curriculum. The CDC recommended the creation of a special committee focusing on these concerns. A member of the CDC will serve as liaison to this committee. The Core Development Committee also asked the Curriculum Committee of the College to clarify the statement on writing intensive courses and to certify them for Core requirements.
Conclusion

After a year of very intense deliberation and effort, the Core Development Committee has successfully begun to fulfill its important responsibilities of coordination and oversight. Although the task has proven very difficult, the significant progress achieved in the initial stages of implementation bodes well for the future.

This Core Curriculum truly represents a reformation in our general college education requirements. We have a curriculum which calls for shifting organizational priorities and a restructuring of our College to better support undergraduate general education in the coming decade. This reflects our "Creighton 2000" plan for the College of Arts and Sciences. There is no doubt that with such a renewed and more purposeful college curriculum we will be able to provide our students with higher-quality education, enhance faculty members' professional growth, and gain a greater sense of community and identity for the College itself.

Virtually every college and university emphasizes a broad general education for students in its mission statements, its catalogues, and its recruitment materials. Many times, though, the undergraduate curricular plan of the institution just does not reflect its rhetoric. At Creighton, we think that our official disclosure about general education—a strong, comprehensive, developmental and coherent core curriculum—is backed by an institution that solidly supports it in every aspect. Indeed, in this College we have support in this College from faculty and administration alike for a quality undergraduate core education which focuses on student learning and development. And we have rooted our curriculum within the sort of academic traditions that makes this core both permanent and central to the education of students and to the work of this College.